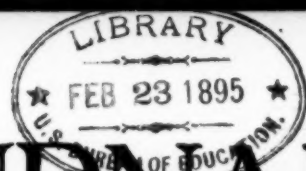


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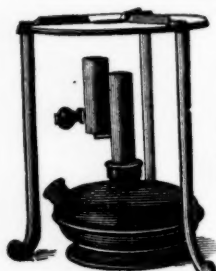
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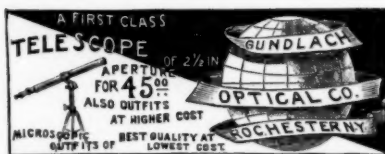
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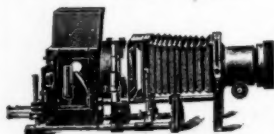
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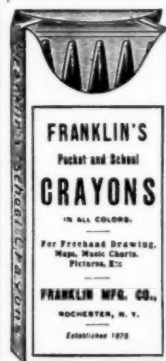
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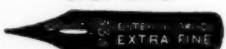
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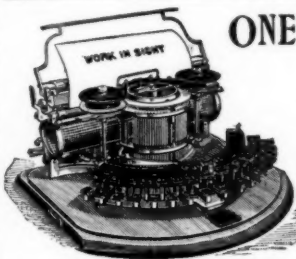
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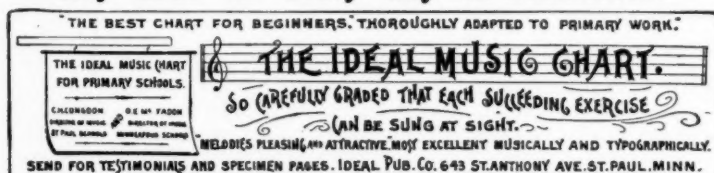
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A Weekly Journal of Education.

Vol. L.,

For the Week Ending February 23

No. 8

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The business department of THE JOURNAL is on page 204.

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The Narrow Horizon.



WHEN normal schools were first proposed the strongest opponents were the teachers themselves. For ten years in the state of New York the war was a relentless one; the whole academy interest, most powerful at that time, was consolidated like a Greek phalanx against the one normal school expending \$10,000 annually. The ordinary argument was, "No such thing as teaching how to teach; you've got to learn how by teaching."

In various ways this argument was stated and re-stated, but somehow the normal graduates did teach better than the college and academy graduates; there was a difference between their methods. The former did not have Latin and Greek hung on their backs, like an old man of the mountain, to start with; they had had their attention turned to think of smaller things such as natural ways of learning to read; pleasure, the foundation motive, etc. So that the normal graduates were differentiated from men quite their equal intellectually by the fact that they made their work into a science.

It was a narrow conception of education that led the academies to oppose the normal school; there was opposition also by men who were teachers of five or ten years standing. That there was more needed to be known seemed quite ridiculous to them. They had been through the arithmetic several times; the reader was almost known by heart; they could give every rule of the grammar; they could tell without looking which boy emitted the whisper their watchful ears had caught; they could smite the indifferent laggards in the road to the temple of knowledge and make the room almost as silent as the grave—what more could be expected of any man?

The parents of the children felt, however, that the normal graduate looked at the child from a different standpoint; he got this from the child as he sat by the evening fireside; it was this that made them form the normal school idea, and, though the academy principal could demonstrate there was no teaching how to teach, they nevertheless wanted normal graduates.

The narrow horizon still exists. These questions are common: Do you think a man can teach better for having studied psychology? For having books on education? For having read Herbart? The position is precisely that

taken by the opponents of the normal school fifty years ago. Men who know arithmetic, and have a certain knack of handling a class, firmly believe they can teach; they firmly believe there is nothing more to be learned by them about teaching—that they have arrived at the very end.

It is pretty certain that but few of the principals and assistants in schools in New York, Brooklyn, Philadelphia, Boston, St. Louis, and Chicago have any practical faith in an extensive study of the principles of education. Those who direct a large school are concerned as to the order and routine and want immediate results. They do not recommend an assistant to own Quick, Payne, Parker, or Page. This narrowness affects the city school systems more than those of the small towns.

A principal of a normal school who had delivered many lectures on education became the proprietor of a private school. To one who applied for a position and who said she had had no experience, the reply was, "I guess you'll do; I can tell pretty well by one's looks what kind of a teacher she will be"—thus declaring that in his view the preparation from reading the life of Socrates, Pestalozzi, Horace Mann, and Fröbel, required of graduates in the normal school over which he had presided, was of no account in practical teaching.

It is a question that one would like to ask such men as Stanley Hall, Francis W. Parker, Thos. W. Balliet, and other men whose opinions are equally valued on educational matters, If you were principal of a school and wanted an assistant would it weigh strongly with you that an applicant had made a careful study of Pestalozzi, Fröbel, Herbart, and others? It is the belief of very many that these men would not hold such knowledge to be essential; good for generalities, but not for particularities.

Undoubtedly this is a transition age; the head may be of gold, but the feet are of clay. The careful reader of educational literature is often looked at askance as though he might be the worse for it! Much is due to the belief that stern reality demands a different kind of teaching from what theory marks out. Theory and practice are indeed far apart, but not so far as they were.

But after all it is a question of faith. The kingdom of education is about to come on earth and faith is found to be wanting. Men will read papers on some educational theme at a gathering and go back to their school-rooms to teach on the old lines. The observant teacher sees that the appointees are asked no question as to educational theory and concludes the time is wasted he has spent on it; but let him in patience possess his soul. The horizon is still narrow, but it is wider than it was.

Local Neglect.

It is said that the people think highly of the schools, and this is doubtless true. But the schools are a part of the political system, the officials are chosen and then the people turn to their own business. The officials are rarely chosen on account of their fitness and they do no more than they must. The result is that the schools are neglected by the patrons unless the teacher plans for visits and inspection. A very large number of teachers want no inspection because the operations can not but put the ignorance of the pupils in a very disagreeable light.

The teacher is the one that is to be blamed if there are no visits by patrons; yet the people ought to visit the school whether or not. It is the practice of wise teachers to appoint a committee of pupils whose business will be to invite in parents; the invitation of children cannot well be refused. The teacher who sets the children to urging their parents to come to the school will not lack for visitors. So that the school that is not visited suffers from the neglect of the teacher. An instance was lately reported where in a town of 3000 inhabitants, 200 visits had been paid during the year; during the preceding year there were only 6. This did not include those attending the graduating exercises; they were visitors on ordinary school days.

Several years ago a pretty village in the Catskill mountains was entered on a beautiful day in June; just on the outskirts a neglected school-house was passed; two out-houses stood in the rear in plain sight the doors of which had been torn off; sticks of wood and boards littered the yard; only some parts indicated that in an earlier age a fence had separated the school-yard from the highway; the clapboards in some places had been removed and there were broken panes of glass; the whole aspect told of neglect.

After settling for a stay of a few weeks, a walk was taken and a pretty little church was passed, it was painted there were green blinds and a perfect fence surrounded the structure. The next house was evidently the residence of the clergyman and a visit was made. I asked a few questions concerning the health of the village which he replied to with great alacrity. Then I reached the matter that had disturbed me.

"And how about your schools?"

"Oh, the best in the country; excellent, excellent."

"Suppose we visit the school; can you go to-morrow?"

"Well, I shall not be able to go to-morrow."

"How the next day?"

"I don't think I can go that day as I am unusually busy."

"Have you ever visited the school?" You have been here *two years*, I believe.

This brought matters to a focus; he saw I was aiming at him, and capitulated.

"No; I have neglected my duty, I confess."

"Then you are not certain it is the best school in the country?"

"No, I am wrong; I will go whenever you say."

The visit proved an instructive lesson; a promise was made to preach a sermon on the subject of education, and it was one that stirred up the people. When the summer visit was over the leading trustee assured me that a better site would be selected and a new building erected before I came the next summer. And this actually came to pass.

But the new school-house demanded a new teacher; for the old teacher was in a large measure to blame for not interesting the people in the school. It was one of the noticeable effects of Mr. Page's influence on the graduates of the New York normal school, which he founded, that wherever they went the people took an interest in the school. It may be set down as one of the best evidences of a good teacher that the people visit the school. People go where they are wanted. Some schools have frequent visitors. Some have none. But the teacher can always get the patrons there, for the pupils will bring them.

Ethical Development of Character:

II. MORAL INSTRUCTION IN THE SCHOOLS.*

By JAMES B. McLELLAN.

Systematic Instruction in Moral Theory and Rules of Conduct.—There seems to be a reaction against set lessons in moral theory and deduced rules of moral conduct. Didactic instruction of this sort, the conning of moral rules and precepts, and the discussion of the theory of morals are said to be useless, or worse than useless. Such teaching of morals, it is affirmed, simply fills the learner with half understood abstractions of moral theory, and barren rules of conduct taught without enthusiasm, learned without interest—never organized into the ethical contents of the mind, and never quickened into life by application in conduct. This is probably an indictment, not against the thing itself, but against the false teaching of the thing. That a subject is badly taught is surely no valid argument for its exclusion from the curriculum. Shall there be no explicit, but only "incidental"—that is *accidental*—teaching of arithmetic, because of the reign of rule and routine, of erroneous theory and mechanical methods? Shall literature be banished from the schools, because the lesson in literature is so often a mere grind, or gradgrind upon grammar, philology, rhetoric, and all the rest of it—taught by one who, having no living interest in the subject, creates no living interest in his pupils, and actually leaves them at the close of the "lesson," both intellectually and morally in a worse state than he found them?

The truth seems to be that the *capacity* for moral truth, equally with the capacity for mathematical truth, is *innate* in the soul, and can just as certainly be developed by rational methods of instruction; while, therefore, the ethical aim should pervade *all* instruction and all discipline from the kindergarten onward, I am inclined to think that systematic lessons on morals should be given, at latest, during the high school course, even with the aid *non honexo referus*—of that much abused thing, a wisely prepared teachers' hand book, and I firmly believe that the subject can be made as thoroughly interesting as any other subject in the curriculum.

Ethical Value of Subjects in General.—Without attempting to decide at what point in the school courses, the formal teaching of ethics should begin, I am convinced that there should be "regular" lessons in morals, and especially that the ethical aim should be *paramount*, and kept *consciously in view*—and that therefore all methods of instruction, and all subjects of instruction, pre-eminently. History and literature should make for this supreme end. Every subject has its value, even for moral discipline.

I still cling to the doctrine of formal discipline. I believe that different subjects, according to the more or less complex relations with which they deal, have different values as instruments of training, and especially as means of moral training. I see, for instance, that *pure* mathematics, a process of extreme simplification,—dealing only with space and time relations,—is simpler than physics, physics than chemistry, chemistry than physiology, physiology than sociology, sociology than philosophy, and I cannot convince myself that each of these departments has precisely the same effect in intellectual and moral discipline. I *will* not, at any rate, believe that all subjects are alike for purposes of *moral* culture.

The solution of a differential equation, or a difficult chemical analysis, while sharpening and strengthening the intellect, leaves no increase of humanism in the heart. These subjects have no direct bearing upon *human* relations. But the study of some heroic deed as recorded in literature, or of a profound analysis of some universal passion of the human heart, touches the *moral* element within me, and reveals my kinship with the race. In the one case there is mere intellectual identi-

*The first article of this series appeared in THE JOURNAL of November 3, 1894.

fication with the physical world, in the other there is both *intellectual* and sympathetic identification with the world of humanity.

Toronto, Can.

Relation of School Subjects.

By ELLEN E. KENYON.

The studies commonly pursued in our public schools range themselves distinctly in two classes, which may be roughly characterized as ends and means. The supreme end of education is the perfect character, adapted in all its powers to the enjoyments, the sorrows, the temptations, and the duties of life.

GEOGRAPHY contributes to the formation of such a character by furnishing a clear conception of man's planet, its variations of climate, surface, soil, and productions and the resultant variations in racial characteristics, conventions, and industries. It shows the student his way about the world and helps to teach, on a broad and philosophical basis, the universal brotherhood of man.

GEOLOGY contributes by assisting geography, addressing the sense of sublimity in its suggestions of mighty cataclysms and million-year-old epochs and by teaching the stupendous story of the past out of which man came. It cultivates reverence.

MINERALOGY contributes by assisting geology and geography; and by revealing the crudest and simplest organization of matter and that equilibrium of molecular forces which is the nearest approach to rest that nature seems to know. The so-called "dead rock" is but matter asleep. Man's curiosity is roused to know how to waken it. He sees nature lash it with storms, grind it in river beds and finally grapple for its fine debris with the roots of plants that subject it to the chemistry of growth and flaunt it, living, in the petals of gay flowers, and the red of the school-boy's cheek. Man is himself the culmination of this process and it ministers to his needs at every stage. He is stimulated to learn control of these stages, and studies.

CHEMISTRY.—This contributes by assisting mineralogy and by showing us the loves and hates of atoms. Where is the place for passion? Is there any war so terrific as that by which an acid tears apart a compound upon whose particles it seizes? Armies in mortal conflict, soldiers writhing in the embrace of death, spears flying, cannon bellowing, the deadly bayonet charge, pale for viciousness in comparison with this. There is no death. A moment ago these atoms were contentedly sleeping. Now watch them seething with mad and ruthless desire. Mystery of mysteries! what *is* this omnipresent Life? But never mind the mysteries! We have learned how to generate electricity, to light cities, and run railroads! And the individual character has gained in touch with all that is thought and done by its race.

PHYSICS contributes by revealing other aspects of Law and Force to the growing mind and by teaching their utilization in the manipulation of machinery, tools, and materials.

ASTRONOMY contributes by more forcibly than any other science suggesting the Infinite (though we find it everywhere) and showing Law at its climax in the control of worlds and starry systems. Though "the soul of man aches with this immensity" if we attempt to conceive the inconceivable, yet there, in this assurance of the universal supremacy of Law and in the escape of thought from petty things to ethereal distances and the majestic thrones of space, is a mental rest that builds *tone* in the mind. And we return from our cosmic journey to view all nearer things with a keener sense of *proportion*.

BOTANY contributes by assisting Geography; by teaching the rotation of plant and seed; by showing Beauty blossoming out of Law; by teaching co-operation, competition and survival; by reducing to order the infinitely generous disarray of vegetable nature; by labeling foods and poisons, etc. It cultivates ideality, exercises the

observing powers and teaches the method of classification.

ZOOLOGY contributes in much the same way. It also takes us a step higher in the study of life. It brings us nearer Man and trains our sympathies. Classification in this field offers another chapter in our own history.

PHYSIOLOGY contributes by showing us the physical basis of our individual lives as developed to day. It should rest upon the comparative anatomy studied under zoology and on the Chemistry of plants, animals, and foods. It should lead to Hygiene including history of epidemics and their causes, and to what might be called Social Psychology, teaching mutual toleration of tempers and moods that proceed from physical derangement. It should teach self-respect, self preservation, and consideration and intelligent care for others.

HISTORY, appealing constantly to Geography and including due record of all the religions and sciences whose light has shown man how to creep upward, contributes by unifying all in one grand view of human destiny and duty.

SOCIOLOGY, based upon history and biology, contributes by teaching the duties of the free and responsible citizen. I put it here because, though not acknowledged in common school curricula, it should be.

The subjects thus far enumerated lie so close to the development of the human being that they may be regarded as the essentials of education. But they cannot be taught without a constant game of give and take with certain other school subjects that have been mistakenly exalted above them by the makers of curricula, and consequently by teachers.

They cannot be studied in their elementary stages without both developing and applying elementary Arithmetic. There is no immediate purpose in primary ARITHMETIC except as the child learns and applies it in the study of subjects of interest and profit. Such subjects all range themselves in the foregoing lines. If the arithmetic teacher is inclined to worry about the commercial arithmetic her pupils may need some day, she has only to look to her course in Sociology which should include it all. And these sciences cannot be pursued in their higher stages without developing and applying the higher Mathematics. Number and computation form a subordinate science, the servant of all the rest.

An act of observation is not complete without a statement. MAKING, MOLDING, PAINTING, and DRAWING furnish the best and clearest statements of what is seen. These are arts valuable only in their uses. They are (in education) properly subservient to science study.

Neither can any of these sciences be pursued satisfactorily, without the art of READING. The most effective methods of teaching them in the lower grades include the teaching of reading. The child grasps better a word that he sees as well as hears; and he remembers better a fact that he has stated, dictated to the moving chalk and read from under the teacher's hand than one merely observed. Thus, in learning science he learns to read. The reading is for the sake of the deeper study as it will be later when he appeals to reference books or communes with poets. Reading is an art subordinate, both in its acquirement and its practice to the real subjects of study.

Science study cannot be effectively pursued without records. The pupil learns to write in recording his observations. WRITING is for the sake of thought, in the beginning and always.

GRAMMAR has no value except as it enhances the logical expression of thought (involved in general science study) or preserves the traditions of a language (involved incidentally in History and Sociology and practically taught in the literature of all these subjects. Language becomes a science in itself to the advanced student, but not within the limits of the common school.

The makers of common school curricula, in laying out the broader plan of education, and the teacher, in studying correlation and proper subordination of the subjects she has in charge, should have some such scheme as the following in mind:

Supreme End.	Means of Cultivating the Child.	Means of Study.
The Child.	Geography	Arithmetic
	Geology	Making
	Mineralogy	Molding
	Chemistry	Painting
	Physics	Drawing
	Astronomy	Describing
	Zoology	Reading
	Physiology	Writing.
	History	
	Sociology	

The question, *How far can each of the Means of Culture be made available in given grades or in given localities?* is one upon which opinions will differ according to experience. The teacher who has never used Geology with primary or city children will usually decide with great promptness that this subject is unavailable in primary grades and in city schools. The teacher who has done this work will decide that it should not be omitted, but may still give predominance to other sciences of higher culture power for the grade in mind or more readily available for the locality.

Col. Parker's question, "Can arithmetic, can the representative arts, can reading and writing be learned without teaching them for and in themselves?—can every act in the acquirement of these arts be performed under the stimulus of intrinsic thought?—need any separate exercise for the mere purpose of training in these subjects be given?" may long remain unanswered; but it will not be questioned that these arts should be learned in their uses *as much as possible*. Nor will it be denied by any thoughtful educator that, as educational means, they are subordinate to those other subjects which make the life and growth of the child, or that they should be so treated as fast as teachers can be trained to see this relation.

How David Learned.

By W. W. SWETT.

Little David and the old schoolmaster have long lain in the grave, but I heard the story one summer day while watching some mechanics at work repairing the old walls of the school building.

It was on an autumn Sunday morning that it happened, and it was a woman's voice that introduced master David into a region hitherto all unknown to him, happy boy that he was. The blue covered spelling book was in her hand, and her finger was directed toward the top of the column of capital letters. "What is that?" she inquired of the lad who now stood beside her. How the tables had turned. He had been the questioner hitherto and that was his favorite interrogatory, what is that?

"What is that?" to go back to the woman's remark.

"I d'n know," said little David with slight emphasis on the I, and that peculiar inflection that denotes utter indifference.

"That's A. What's that?" the finger moving a degree down the column.

David made the same reply with the same emphasis and the same inflection.

"That's B. What's that?"

Step by step they went down the whole column, and no thirst for knowledge was awakened in David's mind. Clearly he did not take to this kind of learning and his answers did not lose the slight emphasis on I, or the inflection that told the real truth.

Beginning again at A, "What's that?" said the woman as before, and David answered exactly as he had already done twenty-six times.

The grown-up David explained what now followed by striking sidewise savagely one hand, which represented the little David's ear, with the other hand which represented the hand of the woman, and saying, "Whack, she hit me along side o' the head!"

With this new accompaniment, they went again down the column and again and again, I dare not say how many times, until the sound of wheels and horses' feet coming in the lane broke up the school. The

"folks" were returning from church. Had not the good woman of the house been doing her duty? Alas, what strange notions one may sometimes have of duty!

The yellow leaves were falling in the woods through which little David was sent the next morning to the district school. The air was mild and the sunshine was delightful, but David's heart was heavy, not alone because of the loneliness of the way, but also at the thought of the blue spelling book under his arm, and the ogre at the end of the way.

"I'll attend to you, pretty soon, Master David," said Master B—, and David knew too well what being attended to meant. What a delight now to be out in the soft autumn air in the fields where the men were husking, to pick up the yellow ears of corn or run errands for the men. What were those queer characters that the farmer's wife had named to him yesterday? He could not remember one of them. He could well remember the questions, "What's that?" "What's that?" and the blows, but nobody had helped his feeble memory by pleasant suggestions of round O and crooked S and this, that, and the other. There was nothing inviting about that blue covered spelling book or the hard seat upon which he was sitting or the master's face, and surely nothing about the switch in the master's hand. There was nothing of interest to him going on in this little bare room with desks facing the walls, except where the door opened into the beautiful sunshine.

At last his time came. The book opened at the same page as yesterday. Ah, he knew what going to school meant. He had learned that on Sunday while the people were at church. He knew that long column of letters well, a blow on the ear for every one. A hundred perhaps from the first to the last. He knew them every one, but their queer names had escaped him or rather had never in the least impressed him.

"What's that?" began the master just as the farmer's wife had begun the day before. How did they expect the little boy like him to know? "I d'n know," he said with emphasis and inflection the exact counterpart of those of yesterday. He had no fear of consequences. They did not come the first time round. "That's A," said the old master gently, but not more gently than had the farmer's wife yesterday at the first. If there had not been so many of them perhaps he might have remembered A and B, but the master went on "What's that?" and "What's that?" David knew that that was the way of schoolmasters. Ah! And he knew more, but it was not quite time for that. "What's that?" "I d'n know." "That's Z." It had a slightly familiar sound, but the master's finger is now at the top of the page. The same question, the same answer, the same information, but not the expected blow. David is taking a lesson now in pedagogy. His head is filled with methods and devices. He is comparing and discriminating. He had never heard of a master going down the column of letters the second time without blows. What can these curious characters be that are taught in such opposite ways? When the old master told the little fellow to sit down and study them awhile, and after awhile he would attend to him again, David was fully persuaded that there are many things for a little boy to learn, and that schoolmasters sometimes have strange ways. It took him only four days to learn the whole alphabet, and was not Master B.—pleased with the aptness of this bright little pupil? Perhaps he had been harsh to other little fellows, a terror to whole generations of them, but in the years that followed there was one little chap, one grown boy, one hard-working man that had no evil thoughts of Master B.

When the mechanic had finished his story, I jestingly told him that he owed more to the farmer's wife than he had acknowledged, that without the experience of Sunday, there could have been no contrast on Monday and no awakened interest; but in my heart, to this very day, I cherish a kindly feeling toward the old master because he treated humanely, at least one little trembler on the threshold of learning.

Hightstown, N. J.

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Home-made Apparatus. II.

By Prof. JOHN F. WOODHULL, Teachers' College, New York City.

CHEMICAL APPARATUS.

No. 7.* The Oxygen Apparatus.—In the test-tube, figure 16, which suffices for a *retort*, is put about a table-

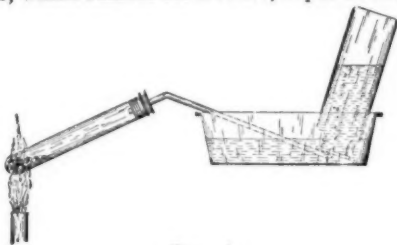


FIG. 16.

spoonful of the usual mixture of potassium chlorate and manganese dioxide. This will yield six or eight bottlesful of oxygen, and is the only *gas holder* that is necessary. The bottle is the only *bell-jar* needed, and the tin basin answers every purpose of a *pneumatic trough*. To hold the apparatus in the hands, moving the test-tube back and forth through the flame, is preferable to the use of a *retort-stand*. The test-tube is $6 \times \frac{3}{4}$ inches. The stopper is a No. 1 rubber stopper, with one hole in it. The delivery tube is $\frac{3}{16}$ inch glass tubing and is bent according to the directions given in No. 1.

A comparison of the expense of this apparatus with that of apparatus much in vogue is given herewith:

COST.

The Conventional Apparatus. Cheapest Kind.	Home-made Apparatus.
A copper retort.....\$ 2.30	A test-tube, $6 \times \frac{3}{4}$ in.....\$0.03
A gas holder.....15.00	None needed......00
A bell-jar......50	A bottle, 8 oz., wide mouth......05
A pneumatic trough.....1.50	A basin, block tin, 6 in......05
A retort-stand......65	None needed......00
Rubber tubing for connection and delivery tubes......20	Rubber stopper No. 1......04
	Delivery tube......01
\$20.15	\$0.18

The same apparatus is used in generating *hydrogen*, *nitrous oxide*, *nitric oxide*, *hydrogen sulphide*, *carbon dioxide*, etc. To generate *chlorine*, substitute the small flask from apparatus No. 18 in place of the test-tube, on account of the frothing produced by that gas.

No. 8. Gas Generator.—This apparatus is specially adapted as a hydrogen-sulphide generator. The bottle is an eight-ounce, wide-mouth bottle, with a common cork, through which a hole is cut with a pen-knife, large enough to receive a test-tube. The test-tube fits the hole loosely enough to be easily raised and lowered, but not so as to fall of its own weight. The test-tube has a rubber stopper, through the hole of which a delivery-tube passes. There is a small hole not more than an eighth of an inch in diameter in the bottom of the test-tube, made as follows:

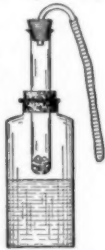


FIG. 17.

The test-tube is held so that the bottom touches the side of a flame, and when the glass at a single point becomes softened, the mouth of the operator is closed over the open end of the tube and the hole is blown while the tube is still held in the flame. The edges of the hole are soon melted back and made smooth by the flame. The bottle is about half filled with dilute sulphuric acid, and a few small lumps of iron sul-



FIG. 18.

* All the pieces of apparatus described in these pages were prepared by the author and placed on exhibition at the World's Columbian Exposition, Chicago, 1893. The State of New York purchased from him the entire set, and it is now installed in the Educational Museum, State Capitol, Albany, N. Y. The numbers used in the description of apparatus throughout this book correspond to those which are used to designate the models in that exhibit.

phide are placed in the test-tube. When the test-tube is pushed down, the acid passes through the small hole in the bottom and comes in contact with the iron sulphide. Hydrogen sulphide then flows through the delivery-tube. When the test-tube is drawn up as represented in figure 17, the acid flows out through the small hole and the generation of hydrogen sulphide ceases. Thus we have a gas generator always ready for use. It may be used for any of the gases which are generated by acids without the application of heat.

Cost.—Bottle from apparatus No. 7.
Test-tube, $6 \times \frac{3}{4}$ in..... 3 cents
Rubber stopper from apparatus No. 7.
Cork and delivery tube..... 7 cents
10 cents

No. 9. Gas Generator.—This apparatus is convenient when only a small quantity of gas is needed. It consists of a one-ounce wide-mouth bottle and a small glass dish. To generate a bottleful of carbon dioxide, a small lump of chalk or limestone is put into the bottle, and the bottle is filled with dilute acid. The bottle is then covered with the glass dish, and inverted. No delivery-tube and no pneumatic trough are needed.



FIG. 19.

Cost.—Glass dish..... 5 cents
Bottle, 1 oz., wide mouth..... 2 cents
7 cents

No. 10. Gas Generator.—This apparatus is specially adapted to the generating of small quantities of gases with a high degree of heat; e.g., the making of oxygen from mercuric oxide. The bottle and glass dish are those used in apparatus 9. Five inches of small glass tubing closed at one end, and bent, as indicated in figure 20, serves as retort and delivery-tube.



FIG. 20.

No. 11. Gas Generator with a Condensing Chamber.—This apparatus has an important use in experiments in destructive distillation; e.g., if we put paper,



FIG. 21.

wood, or soft coal in the test-tube and heat it we shall get liquid products in the small bottle and gaseous products in the large bottle.

Cost.—Test-tube,
Rubber stopper No. 1,
Tin basin,
8-oz. wide-mouthed bottle, } From apparatus No. 7.
1-oz. wide-mouthed bottle from apparatus No. 9.
Rubber stopper No. 3 with two holes..... 7 cents
Delivery tubes..... 2 cents
9 cents

No. 12. Apparatus for Showing that a Portion of the Air is Consumed in Combustion.—A strip of tin is bent at a right angle at the lower end so as to support a small piece of a taper. The upper end is also bent at a right angle and is tacked to the under surface of the rubber stopper, which it protects from the flame. Lime-water is used in the tumbler beneath the chimney to absorb the products of combustion. The candle attached to the stopper is taken out, lighted, and replaced. Thus a portion of the air is not lost from the chimney by expansion, as is usually the case when a bottle is inverted over a lighted candle in a dish of water.



FIG. 22.

Cost.—Lamp-chimney..... 5 cents
Rubber stopper No. 7.....20 cents
Tumbler..... 5 cents
30 cents

Study of the Continents. V. Europe.

By M. IDA DEAN.

THE HOME OF ART, CULTURE, AND REFINEMENT.

In the study of Asia and Egypt we learned of the home of primitive man, of his dispersion to the east, south, and west; of the birth of religion, and the dawn of civilization. In the study of Europe we should be able to trace the development of all that is finest and best of this early civilization. The Greeks, in their own beautiful, sunny land, unaided, save by their own fine, matchless imaginations, were able not only to copy and imitate, but to so adapt and perfect the crudest idea of friend or foe, that to day, Europe may justly be regarded as the home of art, culture, and refinement.

When ready to begin the study of Europe, review the story of Noah and the flood, and the dispersion of his sons; and, when the children tell you that Japhet went westward, ask them to open their geographies, and observe how very easy it is to cross from Asia into Europe. The islands in the Ægean sea, almost, form stepping stones between Asia and Greece, the first home of civilized man in Europe, and the beginning of European settlement.

From the islands of Greece lead the children to notice the many other islands about Europe. Discuss the nature of these islands. Are they continental, volcanic, or coral?

Compare the shape of Europe with Asia and Africa, noticing that, while all are triangular, Europe and Asia terminate on the south in three peninsulas, and Africa in but one; that the Iberian peninsula corresponds to Arabia, the Italian to India, and the Græco-Balkan to Indo-China. Compare the coast line of these three continents. Notice that Europe, although the smallest continent, has in proportion the greatest coast line, and that the southern coast line (7,800 mi.) almost equals the western (8,000 mi.) Observe the many inbreakings of the sea. Make a list of the seas, gulfs, and bays and compare them with those of Asia and Africa.

Thus by constantly comparing each step of a new subject, the pupil is not only helped in the lesson of the day, but is unconsciously reviewing, and it is only by reviews and reviews innumerable that pupils remember their lessons.

Physical Features.—As the physical features of all continents, and particularly those of Europe, play so prominent a part in the development of land and people, particular attention should be given to each prominent feature. This is especially true of mountains, as they influence not only the climate and rivers, but the political destinies of nations.

The Pyrenees mountains form a most effectual barrier between France and Spain, and yet these mountains have an average height of only 8,000 ft, but the countries differ as though separated by oceans. This is also true of the Alps. The mountains of Greece not only formed barriers to the neighboring country, but divided this little country itself into many states, making the people in a measure independent, and offering great contrasts in their manners and customs. And, that the children may better understand this difference, tell them of the Spartans and Athenians, the strongest people of Greece, ever rivals.

The never changing Spartan despised the ever changing, progressive, developing Athenian. The Spartan from birth received the severest training—whipped until the blood gushed forth, he must not murmur. Allowed but little food, if he wanted more he must find a way to get it—same clothing must suffice for winter and summer; thus was he trained to endure hunger, heat, and cold. Taught to steal, punished if caught, not for stealing, but for being caught. From infancy the Spartan received a military training, and the Spartan mother sent her son to battle with the cry, "Return either with your shield, or upon it." Taught to despise the Athenian, who was cultured in art, eloquence, and philosophy.

Mountains also regulate the drainage of the land. Notice that the mountains of Europe run east, west, north, and south, this necessarily causes small river basins, hence the rivers of Europe are short, compared with those of other continents. Call attention to the four rivers that rise in the Alps. Compare the Rhine, the Danube, and the Volga, their uses, the land they drain, and the great cities near them. As rivers regulate the manufactures and commerce of a land, the fate of cities, the wealth and industries of a country, in a great measure, depend upon them.

Climate.—So much depends upon climate—not only the vegetation, but man's physical, mental, and moral nature. And as every place has a climate peculiar to itself, just as every land has its own peculiar people, this subject should be thoroughly understood and taught. While the continents of Africa and Asia present an excellent opportunity to dwell upon the general law of climate as governed by latitude, Europe offers a chance to illustrate the modifications of this law.

The mountains with their rich variety of vegetation and snow-capped peaks admirably illustrate the changes in temperature produced by altitude.

As Europe receives the warm southwest winds of the Atlantic these with the gulf stream make western Europe much warmer than eastern Europe; so that if we wish to seek a colder climate we travel eastward or ascend the mountains. Ask the children to look at Russia, exposed to the arctic blasts from the north. No mountains here to shut off these winds. Look at Hammerfest, the never frozen port, and compare its latitude with that of St. Petersburg which is 12° farther south, yet its entrance is closed by ice from November till May.

Model Europe upon the sand table.—Stretch cords across this continent to mark off every 5° of latitude. Write the names of the principal cities upon bits of paper and place them upon the continent in their proper locality; also place oranges, lemons, grapes, raisins, figs, etc., in the lands where they belong. Cap the mountains with snow (cotton).

Ask the children to compare the climate and productions of their city with the land that lies in the same latitude and nearest corresponds to their own. Think of Naples as being nearly on a line with New York. What a difference! Then of cold, icy Montreal and warm Paris, bleak Halifax and sunny Lyons.

As the commerce of Europe is very important, ask each pupil to make a boat of paper, and to choose some port from which he wishes his vessel to sail. Upon the boat write the name of the port, which his vessel is to sail to, and be ready to tell what goods it will carry. For instance at Brest, France, should be placed a boat marked, New York, 3,000 mi.; at Gibraltar, another marked, "New York, 3,630 mi.; at Marseilles, one marked, Algiers, 480 mi.; another, Suez, 1,675 mi.; and yet another, Alexandria, 1,470 miles, etc.

Industries.—Europe is the workshop of the world, therefore dwell upon its industries. Europe is so densely populated that, although every square foot of available land is made to yield, not only one crop, but often two or three in the same season, yet Europe must depend upon other countries, not only for the raw material, of which vast quantities are sent there to be made into articles of merchandise, but for its food supplies. Contrast Europe with America in this respect. In Europe, land is scarce and dear, so that the laborer rarely ever owns his own house. Labor abundant, therefore wages are low. In America, land is abundant and cheap, and labor comparatively scarce, therefore, the laborer commonly owns his own house, and his wages are good. Then, too, Europe is so divided into many nations, so that in order, to preserve and protect themselves, powerful armies and navies must be raised and maintained at a tremendous cost. Taxes are much heavier than here, not only to support the army and navy, but that royalty may be supported. All these facts, together with the laws compelling the European to serve in the army causes the large migration to America.

By constantly contrasting this fair land of ours and dwelling upon the many advantages we have over other nations, a teacher can do more to cultivate a patriotic spirit and a love and appreciation for America than hours of singing patriotic songs and listening to patriotic speeches will ever cultivate, for we Americans are a practical people.

Help the children to understand that in Europe there are "Six Great Powers," viz., Great Britain, Germany, Austria, Italy, France, and Russia and that the better to protect and make themselves more powerful, Germany, Austria, and Italy form the "Triple Alliance," and France and Russia unite.

Government.—As all kinds of government belong to Europe children should understand, not only the names of the different forms, but the growth and need of government. "Probably the first form of government in the early days was that of the patriarch over his family. As time passed by, tribes increased, and one tribe would make war upon another and the conqueror became the ruler. In those days, when might made right, the conqueror was supreme and held the life of his subjects in his hand, hence the absolute monarchy. But as a people grow more enlightened they learn that a king is not always wise or just, and that wrongs may be prevented, a parliament is formed to consult on the affairs of the nation, hence we have the limited monarchy. Then man began to think that it was not best to be always under the rule of one family, and that it would be wiser to choose, not only the law makers, but the chief executive officer—hence the republic and the president.

Discuss the subject of government with the children which form do they prefer? Why? Show them that the republican form is superior to any other, as it allows the people the greatest liberty, and, yet, restrains the evil and vicious. Show them how fortunate they are in living in this land of freedom.

Religion.—Pupils should be made familiar with the many changes wrought throughout Europe by means of religion. They can understand that at first Europe was a heathen country, rich in a great variety of gods. Then came Christianity from Syria to Greece, to Rome, and thence over all the land. Touch upon the rise and progress of Mohammedanism. Dwell upon the Crusades and the powerful influence they exerted, don't forget the Children's Crusades, as they will interest your pupils greatly. And the Reformation, the changes it wrought, and brave Martin Luther should be made much of.

Greece.—Call attention to its physical features, the effect of sea

and mountains in forming the character of a nation. As the Greek learned much from the Egyptian, compare these two nations. Ask the children to find out why the Greeks so far surpassed the Egyptian? Make the children familiar with Grecian mythology, and Mt. Olympus, the home of the great god Zeus. It is to these gods, that dwelt among the mountains of Greece, that we owe our grandest architectural forms and most beautiful statuary. For, at first temples were hollowed out of the trunks of trees, and the wooden gods were placed therein for safety. As man advanced in civilization, temples built of wood took the place of trees, and these in turn to temples of stone, beautifully adorned with gold and silver, and the wooden gods gave place to statuary of marble and ivory so beautiful that, to-day, we can carve nothing to equal the work of these old Greek sculptors. Ask some one to read an account of the Parthenon; of the celebrated Olympian Jove whose statue became "the ideal of the Deity;" of Pallas Athené and of the great sculptor Phidias. Also, ask for stories of Lycurgus, Solon, Cræsus, Alcibiades, and Socrates; of the Olympic games; of Alexander the Great; then of the conquest of Greece by the Romans in the 2nd century, B. C.; of the conquest by the Turks in the 15th century, A. D.; and finally, of its freedom, by the aid of European powers, in 1829.

Excellent reading, for *adults*, to understand and sympathize with Greek life is "Aspasia," by Robert Hamerling. Advise the pupils to read the "Story of Greece," by Prof. A. J. Harrison.

Italy.—After becoming acquainted with its boot-like form, surrounded by many seas, and traversed by mountains; its beautiful lakes; and cities famous for their works of art, manufactures, and churches, take a peep into the ancient grandeur of this land.

Italy was first settled by the Greeks, and in time Rome became the capital of the Roman empire, which, when at its zenith of power, extended over nearly all of the known world. Ask the children to look up stories, and pictures, if possible, of Roman mythology; of Romulus; of Pompey, Julius Caesar, Augustus; of mad Caligula; of Nero, of Titus, and the destruction of Pompeii and Herculaneum by the dreadful eruption of Vesuvius; of the manners and customs of the Romans; of the chariot races, refer to Gerome's celebrated picture; of the gladiators. Also look up the treatment of the early Christians in Rome, the catacombs; Constantine, the first Christian emperor who removed the capital from Rome to Byzantium and changed its name to Constantinople.

Excellent reading in this line for a teacher is the "Prince of India, or why Constantinople Fell," also "Ben-Hur," which gives most vivid descriptions of Roman life, by Lew Wallace. Stories from the "Last Days of Pompeii," by Bulwer will more than delight your pupils.

Spain.—The climate of this land is very peculiar and should, therefore, receive particular attention. Sentinels have frozen to death in Madrid, and, yet we always think of Spain as almost tropical.

For the early history of Spain we must look to Carthage. Ask the pupils to look up this Carthaginian invasion, then the conquest of this land by the Romans, under whose rule it prospered and for "three centuries was the richest province of the Roman empire." The children should know something of the Gothic invasion, of the Moorish conquest and of the expulsion of the Moors. Touch upon the rule of Ferdinand and Isabella, as, at that time, Spain was a glorious empire. With the expulsion of the Jews and Moors and the discovery of America the decline of this magnificent empire began. Advise the pupils to read, "The Story of Spain," by Hale, also "The Knockabout Club" in Spain, by Ober.

N. B.—Conclusion of the countries of Europe, together with the British, empire, in the next issue.

Nature Study. IV.

By FRANK O. PAVNE.

LIME ROCKS.

In the past three lessons we have observed, 1st, something of *plant form* and mode of *living* (the gentian); 2d, something of *plant structure* (celery); and 3rd something of the *vertebrate structure* and nature's adaptation of animals to their environment (the fish).

The object of the following lessons is to bring out the fact that the mineral kingdom is linked indissolubly to the other two kingdoms, and that, as the plant depends upon the soil and atmosphere for nourishment, and the animal, upon the plant—so plants and animals return to earth again becoming a part of the mineral kingdom when their life work is done. This great fact need not be presented in a sad, "dust to dust, ashes to ashes" manner, but it may be made the vehicle for presenting one of nature's sublimest truths in a way destined to fix itself indelibly upon the impressible mind of childhood.

Material.—A liberal supply of all manner of lime formations, such as limestones, lime, marble, chalk, coral. Other minerals having a basis of calcium may also be added to the list. These will include such substances as gypsum, selenite, plaster-of-paris, stalactite, calcspar, mortar, etc. Clam and oyster shells should also be on hand for comparison with those shells found in the fossiliferous rocks.

By *chalk* is not meant *crayon*. The ordinary crayons are plaster-of-paris, soapstone, etc. Chalk is a real rock and may be had at most drug stores. Where possible, it is very advisable to have some, as it has been estimated that *every cubic inch* of chalk contains *one million* shells of animals. These of course



are exceedingly small, but they are easily seen under a microscope. Many rough rocks, which show no shells on first observation, will, on being broken, be found to contain vast numbers of shells.

I. Limestone.—(CaCO_3). Give to each pupil a piece to examine. Note its color, weight, and the manner of breaking, *i. e.*, whether it breaks with a smooth, rough, or conchoidal fracture. Does it break one way as well as another? (Planes of cleavage.) Examine with glass to see whether it is crystalline or not (amorphous). Examine also for any traces of remains of animal shells. Some limestones contain large shells which may be got out if hit carefully.

Place a drop of hydrochloric acid on the surface of your stone. What happens? Tell pupils that limestones "boil" (effervesce) when touched with acid. Is it hard? brittle? Thus we see that this stone is made up of animal shells. Are these the shells of water animals or land animals? This will bring out the fact that this stone was once soft mud at the bottom of the water. These animals became imbedded in this soft mud and died there. Then the mud hardened and became stone, and so now we find the shells of these beautiful animals scattered all through the rock.

II. Lime.—Having examined the limestone thoroughly, place a fragment in a melting-ladle or upon a piece of tin, and thrust it into the hot fire. Let it remain there until it turns white in color. The heat has changed the limestone to lime. Pupils may be told here, how lime is made for the market, and a visit to a lime-kiln may be made if there be one in the neighborhood. The lesson on lime itself had better be made with pieces bought for the purpose. Fresh lime is best for lessons, since long exposure to damp air often slacks it. After a careful examination of the lime, similar to that upon limestone, place a piece, size of a walnut, in a dish or upon a piece of board. A baking-powder box cover is good for this purpose.

Now sprinkle with water. Note what happens. Tell them that when the lime was made, heating it so hot made it very thirsty. See it swell, crack open, and turn whiter! How hot it is! The steam comes from it. If we pour on much water it will boil. Talk about the uses of lime in making mortar, plaster, white-wash, etc.

III. Marble.—This is more or less perfectly crystalline in structure. The fossils rarely show in it because it has been pressed and heated until they have become destroyed. The stone should be examined to determine its properties, and tested with acid to prove it to be a limestone. A visit to a marble-cutter or mantel-maker will often result in a collection of several kinds of marble. Such a visit will also show how marble is polished. Its use in buildings and especially for statues should be dwelt upon, and topics such as Carrara and Pentelicus may be given to older pupils for research.

IV. Chalk.—This is one of the most interesting of minerals because of the vast number of fossils contained in it. These fossils are so different from the animals which the child sees, that they will at once interest him. Having examined and tested the chalk rock, scrape off a small portion and place under the microscope. The shells seen will be very varied in form and some will be broken. Among the forms will be seen some like the accompanying drawings. These thin shells were once the homes

of tiny creatures (rhizopods). Test oyster shells and clam shells with acid to show that they also are like limestone.

V. Coral.—This is one of the best minerals to use in teaching the interdependence of the three kingdoms of nature; the stone shows so perfectly its origin in animal life. Specimens of coral are common. Hardly a house but has some kind of coral which will be given or loaned to the teacher who will use it carefully. Having studied it like any other rock, call attention to the branching shape, then to the beautiful markings upon its surface. These little points show where the polyp grew. Never let the children call it a "coral insect." The *polyp* is no nearer being an insect than a man is. The great variety of corals will suggest the great diversity of coral polyps. Be sure to emphasize the fact that coral rocks, reefs, atolls, islands, etc., could not be, were it not for the little creatures whose combined life work these rocks represent. The polyp feeds on plants and animals floating in the sea. These help to form a fragment of limey matter at the foot of the polyp. When he dies his body washes away, but the little disk of lime remains.

VI. Stalactite.—One cannot always get specimens of this form of limestone, but a most interesting and instructive experiment may be made whereby these beautiful forms can be made. Take a box or barrel large enough to hold a bushel or more. Fill it with old mortar, plaster, fragments of lime, etc. Place it upon some sort of support. A good place for it is in a cellar. Pour a few quarts of water over it once a week. There should be one or two small gimlet-holes in the bottom. The water will leach through the plaster and issue from the bottom charged with lime. After a while there will form slender stalactites around the holes in the bottom. I have made them six or seven inches long. They are very frail and when broken off will be found to be hollow and all bespangled with crystals within.

Questions.—1. Which is harder, limestone or marble?

2. Arrange all the lime minerals you have examined in the order of their hardness.

3. What test do you apply to limestones? 4. How do limestones break? 5. How do the fossils in chalk differ in shape from those of limestone?

6. Which has the largest fossils? 7. How was limestone formed?

8. Do you think that limestones are forming now?

9. Where? 10. How is lime prepared from limestones?

11. Will lime melt? 12. How does it behave when water is put upon it? 13. How is plaster made? 14. "Whitewash?"

15. What is stalactite? 16. How is it formed?

17. Compare chalk with marble in hardness, color, weight, brittleness, friability, structure, etc.

18. What is coral? 19. Where formed? 20. Tell all you know about this coral animal.

Black the Heels of Your Boots.*

By WILLIAM A. MOWRY.

One day, when I was in college, I heard a young lady say, "I don't think much of college fellows."

To my query as to the grounds of so singular an opinion, she replied,—

"They do not black the heels of their boots."

When I protested that that charge could not be true of them all, she responded,—

"Oh, no, I suppose not; but the exception proves the rule. I have noticed that most of them only black the front part of their boots; and they like reversible collars and cuffs."

I went away absorbed in a brown study. The philosophy of these reflections seemed to adjust itself in the form of two queries:—

1. Is the statement true?

2. If so, what of it?

The second query appeared to be of the greater importance. What if a man does not black the heels of his boots? What does it indicate? I have never ceased to moralize upon this question. What sort of a man is he who does not black the heels of his boots? What is the moral influence of "reversible cuffs and collars"? I was reminded of the old story that the Greeks, in building a temple for worship, took as great pains to finish neatly and completely all those parts of the temple which were concealed from human eyes as those plainly in sight of all men. The reason assigned was, "The gods see everywhere."

Indeed! is that true? Do the gods see everywhere? Then what is the opinion of the gods concerning "putty" and "varnish"? Do these hide a multitude of sins *from them*; or really have they the power of seeing behind the "putty" and "varnish"? Can God see a boy playing ball in a back-yard on Sunday, in spite of the high fence? Does He see the letters that a

*This article is by permission taken from a popular little volume entitled, "Talks with My Boys." The fourth edition of which has lately been published by Roberts Brothers, Boston. Price, 80 cents net.

merchant writes in his office on Sunday afternoon, with the curtains down and the blinds closed? Does He see where stolen goods are secreted?

"Man looketh on the outward appearance, but the Lord looketh on the heart." What does this mean? What is the extent of its significance? What is the limit of it? How much would there be left of this world if all the putty and varnish were taken out of it? Veneering is a wonderful art; but then it is a modern art.

A statesman, on being told that the Empress Eugenie wore paste diamonds, replied, "That is consistent with the character of the reign of her husband, Napoleon III." Was that true? Is this an age of shoddy? Who invented *flocks*, as used under the fifth meaning of the word in Webster's dictionary, viz., "The refuse of cotton and wool"? How rapidly the use of the word "shoddy" has increased within twenty years!

What is the meaning of *Attleboro jewelry*, gold wash, gold plate, fire gilt, nickel silver, single plate, double plate, triple plate, sugar-coated, wooden hams, wooden shoe-pegs, and wooden oats, straw paper, wood paper? Imitations, shams, pretence, appearances, deceptions! Split peas for coffee, turnips for horse-radish, sand in sugar, glucose in molasses, powdered limestone in flour, cotton sold for linen and for silk! What inventions! What sagacity in man! How our vocabulary, even, has of late been enriched! Is not this the age of shoddy; the period of putty, varnish, and veneering?

If Diogenes needed a candle in his time to aid him in his search for an honest man, surely in these days he would want to carry about with him the most powerful electric light and a microscope. But does it pay? Does it pay to be false? "An honest man is the noblest work of God." "Honesty is the best policy"; not because it is policy, but because it is *honesty*. "Behold, thou desirest truth in the inward parts, and in the hidden part thou shalt make me to know wisdom."

All who have made human life a study, know full well that truth, honesty, thoroughness, *the solid gold of conduct*, pay infinitely better than sham, shoddy, and simulation. It is very plain that broadcloth is more durable than satin, and that hickory makes a better mallet than soft pine or poplar.

My young friends, habits, when once put on and worn till they fit, are difficult to shake off. When cheating, veneering, exaggeration, varnishing, pretence, and simulation have once acquired common usage, it is exceedingly difficult to cultivate the harder virtues of honesty, solidity, and downright truthfulness. Beware of the beginnings of evil. The first lie is like the small break in the dike. Be honest through and through. Form no partnership with secret sins. Avoid cant and make-believe. Be ingenuous and wholly honest. "Black the heels of your boots."

Hyde Park, Mass.

Teaching Kindness to Animals.

By B. J. TICE.

SOME SUGGESTIONS AS TO AIDS.

One of the various ways of giving moral culture in schools is to teach kindness to animals.

Memory gems are of much service in such work. The teacher can write one on the blackboard occasionally, and have all her pupils learn it. She can also ask each pupil to find a short selection for himself, and most children will do so readily. If any fail after a reasonable effort, the teacher can help them.

Another way which has been found helpful, is for the teacher to read, or have some pupil read or recite a first-class poem, or an extract from such a poem, bearing on the subject.

Again, where enough money can be got, it is well to have in the school-room, decorations which are true works of art, and which teach lessons. They can be taken from room to room, or from building to building.

It is believed that the selections below will prove useful and unobjectionable, and will be preferred to others of inferior or doubtful merit.

I. MEMORY GEMS, FROM STANDARD POETS.

The poor beetle that we tread upon
In corporal sufferance finds a pang as great
As when a giant dies.

—Shakespeare.

I would not place upon my list of friends,—
Though gifted with rare learning and fine sense
Yet wanting sensibility,—the man
Who needlessly sets foot upon a worm.

—Cowper.

The heart is hard in Nature, and unfit
For human fellowship, as being void
Of sympathy, and therefore, dead alike
To love and friendship both, that is not pleased

With sight of animals enjoying life,
Nor feels their happiness augment his own.

—Cowper.

He prayeth best who loveth best
All things both great and small;
For the dear God who loveth us
He made and loveth all.

—Coleridge.

One lesson, shepherd, let us two divide,
Taught by what Nature shows and what conceals,
Never to blend our pleasure or our pride
With sorrow of the meanest thing that feels.

—Wordsworth.

Hast thou named all the birds without a gun?
O! be my friend, and teach me to be thine.

—Emerson.

Among the noblest in the land,
Though he may count himself the least,
That man I honor and revere
Who, without favor, without fear,
In the great city dares to stand
The friend of every friendless beast.

—Longfellow.

Have good will
To all that lives, letting unkindness die,
And greed and wrath, so that your lives be made
Like soft airs passing by.

—Arnold.

II. POEMS, OR EXTRACTS FROM POEMS; BY STANDARD AUTHORS, FOR READINGS OR RECITATIONS.

BRITISH POETS.

1. SPENCER.—"The Butterfly."
2. SHAKESPEARE.—"The quality of mercy," Merchant of Venice.
3. POPE.—"Instruction from Animated Nature."
4. COWPER.—"Remarks on Cruelty to Animals."
5. BURNS.—"To a Mouse."
6. WORDSWORTH.—"The Lost Traveler."
7. SCOTT.—"The Wren."
8. COLERIDGE.—"He Made and Loveth All."
9. SOUTHEY.—"The Parrot."
10. BYRON.—"A Light Broke in," Prisoner of Chillon.
11. KEATS.—"The Grasshopper."
12. TENNYSON.—"Owd Roa."
13. BROWNING, ROBERT.—"Old Tray."
14. ARNOLD, MATTHEW.—"Geist's Grave."
15. ARNOLD, EDWIN.—"Siddartha and the Swan."

AMERICAN POETS.

1. BRYANT.—"To a Waterfowl."
2. EMERSON.—"To the Humble Bee."
3. LONGFELLOW.—"Birds of Killingsworth."
4. WHITTIER.—"Red Riding Hood."
5. HOLMES.—"To a Caged Lion."

III. SCHOOL-ROOM DECORATIONS, BY FAMOUS ARTISTS.

The works named below are recommended for school-rooms by the joint committee, representing the Boston Art Students' Association, the N. E. Conference of Educational Workers, and the Public School Art League.

PAINTINGS.

1. LANDSEER.—"Sleeping Bloodhound."
2. BONHEUR.—"Plowing."
3. DUPRE.—"Cows in Pasture."
4. MILLET.—"Shepherdess and Sheep."
5. LE ROLLE.—"Shepherdess and Sheep."
6. "Lion of Lucerne." (Thorwaldsen.)

CASTS.

1. DONATELLO.—"Lion's Head."
2. BARVE.—"Panther."

Besides the foregoing, almost any painting by Sir Edwin Landseer, Rosa Bonheur, or De Penne are suitable for school-rooms. Good photographs or other copies of them can be bought of any picture dealer.

Plainville, Mass.

"I could not do without THE JOURNAL. I have been a reader of it for a number of years, and think every number is better than the previous one. You are to be congratulated on its success. Its influence can never die."

Jacksonville, Tex.

J. C. HENNON.

Editorial Notes.

Are the teachers mindful of the fact that the cold weather has greatly increased the number of unemployed and starving people? There are many children in the schools, and more that would like to be there, who are suffering greatly for want of sufficient food and clothing. A pathetic story is told of a boy who was restlessly moving in his seat and in spite of frequent admonitions did not attend to his work. When the teacher called him to his desk and kindly asked him why he did not study his lesson, he burst out, "I'm too durn hungry to learn." The teachers could do much to relieve prevailing distress by appealing to their classes for combined aid. A few well-chosen words or a striking story would give a wonderful stimulus. At Minneapolis the plan has been tried with success. Wagon loads of food and clothing were brought by the children for distribution among the poor. And besides there is that greater good derived from practical charity: the moral effect upon character. Why not organize in every school, at least in the cities, committees to inform themselves where help is required and to report to their schoolmates just what is needed. Social training is one of the main duties of the school and the principle on which this must be built is mutual helpfulness. What school will make the start with the organization of a society for the relief of the poor?

It is perfectly legitimate for a teacher to consider whether he is "getting on" as an educated man should, in fact he cannot but consider this matter. Over this he will sometimes ponder, even when his classes are busy over their geographies and grammars; sitting alone in the evening, his mind turns to this quickest of all. When he sees the lawyer or the physician moving along the street and entering houses of their own it recurs with still greater force. Who and what is he in the social and business world? Is he gaining the "property" as other active men are gaining it?

The question of "getting on" deserves most careful consideration; it is right for a teacher who receives \$500 to try to earn and obtain \$1000. It is right for a teacher to lay up treasure on earth as well as in heaven. But the fact is that the teacher is not a merchant.

Isn't it about time for teachers' associations to adopt a rule excluding from their programs such moss-covered subjects as, "The Value of Geography," "The Value of Music," and "The Value of Drawing"? Let them take up more vital questions.

Leading Events of the Week.

Six of the Hawaiian rebels condemned to death.—Lincoln's birthday celebrated in many places on February 12.—Death of Isaac P. Gray, United States minister to Mexico.—The monster petition to the United States and other governments asking that the liquor and opium traffics be stopped (containing 7,000,000 names) exhibited at the meeting of the White Ribboners in Washington, D. C.—A German firm convicted of selling arms to Samoan rebels.—The second triennial session of the National Council of Women of the United States held in Washington.—More Turkish outrages reported in Armenia.—German and French farmers making an active campaign against American grains and meats.—Death of Archduke Albert of Austria, in his seventy-eighth year.

Editorial Correspondence.

I had felt my old longing for walking in the sunshine coming on me for a month, but the interesting features of the educational situation, especially the expectation of meeting friends from all sections at the Cleveland meeting had combined to keep me in the North. Finally when the last great snow-fall was over, I gathered courage to break loose from my work shop at 61 East Ninth street, and mount the Fast Mail train for Florida.

The journey to Washington was quickly made. The main talk there seemed to be concerning the inexcusable conduct of both Republicans and Democrats in refusing to put the word "coin" in the law so that there shall be no doubt about the payment in gold of the bonds just negotiated for gold. The loss to the country will be 16 millions of dollars! There is no sound excuse for this; there may be buncombe excuse and mouth excuse.

Leaving Washington in the morning at 11 o'clock the Southern Railway was taken, formerly the Richmond & Danville R. R. On the train was met Col. Robert M. Floyd, who has been such an active worker in behalf of progress among the Wilmington schools. Owing to his untiring efforts Wilmington has passed through a stage of great educational interest. He has shown the people what could be done by a citizen in the way of stimulating and inspiring teachers and pupils to a higher and nobler degree of excellence. In many different ways he has increased the love for study, the love of art, and the love of native land, and has had the satisfaction of seeing the happiness that has resulted. He has given pictures of authors and statesmen to hang on the walls, and flags to wave over the roofs and by eloquent words has lifted the work of the school-room out of the dead level it so frequently becomes. His visits have always been looked forward to with delight, and the impression he has made has been in favor of building up a strong and everlasting character.

The board of education passed warm resolutions recognizing his efforts:

WHEREAS, Colonel Robert Mitchell Floyd, became deeply interested in the public schools; manifesting that interest most practically by frequent visits to the school-houses, and his kind words and good deeds encouraged teachers and scholars in their work.

Resolved, That the board of education in regular session assembled expresses its appreciation of the intelligent interest he has shown in the schools, thanking Colonel Floyd for his generous gifts of flags, pictures, and books to the various schools. It commends his public spirit and his method of manifesting it. He should be held in grateful remembrance and his example is well worthy of imitation.

Schools Nos. 5 and 15 held special exercises which were of a most delightful character, to testify their appreciation of the interest of Col. Floyd; the rooms were decorated and a luncheon served of fried oysters, chicken salad, cakes, salted almonds, and coffee. Each guest had a menu card as a souvenir of the occasion, on which was his name and a motto or legend and a drawing. The event was one that made an impression because it was a testimonial by the pupils and teachers.

Col. Floyd was a graduate of the celebrated Thirteenth street school, New York, when it was presided over by Thomas Hunter, now president of the New York city normal college. It was there that he learned, he says, what a city public school might be, and when he came to Wilmington he determined to infuse the spirit he remembered the Thirteenth street school boys felt.

All is told here to indicate to the teachers that they must have help from the people. The public schools are the creation of the people. There is usually some one ready to aid the teacher in advancing the schools. If not, then the teacher must import some one; he must have help from outside to carry forward his work. When I hear a teacher say that no one comes into the school, thereby insinuating that no interest is taken, I feel that the teacher himself is to blame. The teacher can influence the pupil, the pupils their parents. Let the teacher who feels his school is neglected, set to work at once to bring in the parents--and not by scolding them either.

But while hearing about Wilmington, the train sped on through snow-covered fields. About one o'clock a furious snowstorm was encountered which lasted for five hours. That is the storm covered an extent of 200 miles in width, as we were run-

ning at the rate of 40 miles per hour. This storm was of immense dimensions; snow fell 9 inches in Atlanta, 5 inches in Savannah, and 3 inches in New Orleans.

Savannah was reached in the early gray dawn; the snow had mainly melted; the 138 miles to Jacksonville lay through forests without snow, the first uncovered country in all the thousand miles of the distance between New York and Florida. It was far different from any of the other ten journeys to this state--the others, the magnolia, the peach, the orange, were in blossom; roses were in every dooryard, but none of these have been seen; the weather has been of a severity wholly unknown hitherto,

Jacksonville.

A. M. K.

The election of Addison B. Poland as Supt. of Schools by the New Jersey legislature now Republican, when first elected it being Democratic, is a testimonial of the first rank. It ought to be so at all times. This office should be held not as a Republican or a Democrat. The man ablest to comprehend the educational situation should be the one chosen. Massachusetts kept John W. Dickinson in office year after year until he voluntarily retired. No state can make educational progress that looks around for a Democrat or a Republican as the case may be, instead, of a first class man. The determination of New York three years ago to put a Democrat in and a Republican out and that man Judge Draper was a blow to the schools. Wonder if this thing will be considered by the National Association.

Dr. Fitch in his latest report raises a warning voice against the undue stress laid on "science" as against "literature." This is a most timely arraignment of a tendency that is rapidly spreading also in this country. A full account of the principal points in this important document was given last week in the London letter of THE JOURNAL. [See page 165.]

The *Ohio Educational Monthly*, which has been edited by Dr. Samuel Findley for the past thirteen years, has been purchased by State School Commissioner Oscar T. Corson. Its place of publication will be moved from Akron to Columbus. The *Monthly* is one of the oldest educational publications in this country. Dr. E. E. White was its editor for over fourteen years (1861-75). He sold it to Dr. W. D. Hinkle, who continued its publication until his death in 1881, when it came into the hands of Dr. Findley, then superintendent at Akron.

A note from Canada brings the news of a strike at Toronto university. It states that last Monday nearly the whole body of students refused to attend lectures and that work at Canada's great seat of learning is practically at a standstill. The trouble is said to have begun months ago, when the university council ordered the university literary society to cancel the engagements of two labor agitators to lecture before it on socialism and trade unionism and suspended Editor Tucker of the university magazine for criticising the action of the council in the matter. It seems that last week the trouble was further aggravated by the dismissal of Prof. Dale for criticising the appointment of a professor whom he held was not qualified for the position, and which he contended was awarded by favoritism. The students decided to boycott the university unless Dale was reinstated. The report says that they gathered at the university on Monday and assaulted Prof. Maoyr. The minister of education has decided that neither Dale nor Tucker will ever be taken back, and that if necessary the criminal law shall be enforced against the students.

Speaking of school strikes we are reminded of a report which went the round of the newspapers two weeks ago to the effect that two hundred pupils of the Clinton, Iowa, high school "struck in a body." THE JOURNAL at once wrote to Supt. Boswick for particulars and learned that the report was untrue. The Toronto university "boycott," however, including the assault upon one of the professors, seems to be no myth, but a sad fact.

Kansas wants more normal schools. They are certainly needed there. Emporia is at present the only one supported by the state. It has an enrollment of about 1,000 students and does excellent work. There should be established at least two more state normal schools. The sooner the legislature can be convinced of this need the better for the common schools of the state. The *Topeka Capital* writes:

"The schools of Kansas are taught by about 15,000 teachers of whom nearly one-third leave the profession every year, making it necessary to employ something like 4,000 teachers each year who have never had any experience and most of whom have had no special training for the work. The schools of Kansas should be taught by teachers especially prepared for the work by study in normal schools. The Emporia school graduates about seventy-five students yearly and, about two hundred others who have had two or more years' training leave that school to engage in the work of teaching. It is evident that the present state normal school is graduating less than two per cent. of the teachers necessary to supply the schools and giving a partial normal course to only about five per cent. of those employed. Besides the work done benefits only a small section of the state."

The Cedar Rapids *Gazette* thinks Iowa deserves more credit for its provision for the common schools than it usually receives and gives the following statistics:

"There is but one state in the union employing more school teachers than Iowa. Our state employs more than 28,000 and New York has 32,000. The enrollment of children in New York schools is, however, more than twice as large as the enrollment in this state. Pennsylvania also has twice as many children enrolled, but with a less number of teachers. Illinois, Ohio, Massachusetts, and California fall far below the Hawkeye record and still we inhabit a province of the 'wild and woolly West.'"

Mr. Townsend writes to correct a statement in his Hawaiian letter, published in *THE JOURNAL* of last week. Instead of 150 men who were reported to have been attacked by deputy-marshal Brown there were only about 30.

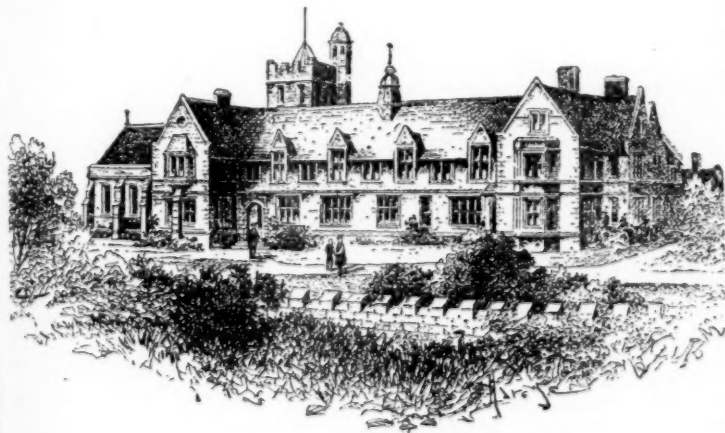
A frightful accident occurred last week in Paterson, N. J. Miss Lizzie Laird, a teacher of a public school of that city, while on her way home was struck by an Erie freight train and instantly killed. She was accompanied by two other teachers, Misses Carrie Van Winkle and Hattie Amiraux. It seems that Miss Laird fell into a ditch obscured by a snowdrift, near the tracks. Attempting to climb up to the tracks her head protruded over the rail just as a freight train came along. Her companions realized her danger, but could do nothing. A moment later the pilot of the engine struck Miss Laird on the head, and instantly killed her. The accident was witnessed from the school-room windows by the pupils, and soon almost the entire school was gathered around the lifeless body. A stretcher was procured, and the dead teacher was carried to her home a mournful procession of teachers and children following. Miss Laird was twenty-three years old and had been a public school teacher nearly five years.

London university a short time ago granted the degrees of Bachelor of Arts to 250 candidates, 81 being women, the largest number it has ever conferred in one year. The university gives degrees on examination, but provides no instruction.

An old man of 78 was sent to jail for three days by the Marylebone police magistrate recently, as he was unable to pay a fine of 60 cents for not seeing that his twelve-year-old grandchild went to school. He was a perfectly respectable working man, his wife was bed-ridden, the child's parents were dead, and he could not go after the truant himself.

A school superintendent who keeps abreast of the times in educational matters, who is able to lead and encourage his teachers to strive for pedagogical advancement cannot fail to be successful. Supt. Eggleston, of Asheville, N. C., is an educator of this stamp. His teachers are ambitiously struggling for better things. A study club has been formed among them, meeting once a week. Dr. De Garmo's "Essentials of Method" is used as a text-book. The history of education is also studied. The club is not confined to teachers only, all who are interested in the work and willing to study may join. A "Paidology club" has also been organized. It has a membership of over twenty ladies interested in the study of children. Weekly meetings are held. Asheville is on the right track.

From London comes the news that on Monday last Lord Acton has been appointed professor of modern history at Cambridge, to succeed Professor Seeley. Lord Acton is 61 years old. Between 1860 and 1870 he edited two reviews and a weekly newspaper. He took a conspicuous part in the discussion resulting from the declaration of Papal infallibility, and for his loyalty to Dr. Doellinger of the Old Catholic party was made Ph. D. in 1872 by Munich university. He is regarded as the leader of the liberal Catholics in England.



NEW BUILDING OF THE NORTH WALES TRAINING COLLEGE AT BANGOR.

Peabody Centennial.

On February 18 was the hundredth anniversary of the birth of George Peabody. It was observed with fitting exercises in many schools throughout the country, particularly in the Southern states which are indebted to the great philanthropist for munificent gifts to their educational institutions.

At Peabody, Mass., the whole town joined in the celebration. In the evening a banquet was given in the town hall, at which over 600 persons were present. Mr. Francis H. Appleton presided at the post prandial exercises and the responses were made by Collector Winslow Warren for the president of the United States; Lieut. Gov. Walcott, Prof. W. J. Ashley, graduate of Oxford university, for Queen Victoria; S. Edincott Peabody, Judge Amos Merrill, Alden P. White, Esq., of Danvers; Charles Peabody, Ph. D., of Harvard; Prof. O. C. Marsh, of Yale college, and Col. Henry A. Thomas. Queen Victoria sent the following cablegram:

On this, the 100th anniversary of the birth of George Peabody, the grateful remembrance of him and his noble, beneficent deeds of charity in this country is fresh in my heart and in those of my people.

VICTORIA.

New York City.

The twenty-fifth anniversary of the presiding of Thomas Hunter over the normal college was fitly celebrated on Thursday evening last. Dr. Hunter has stood for a good deal in these twenty-five years; he has been more than the president of this noble college; he has been the exponent of advancement in the educational system of this city; he has looked at education from the standpoint of a humanitarian and a philosopher; he has been an encourager of pedagogical reading and study; he has shown himself as a firm believer in the enlargement of human possibilities through a generous culture.

New York.

THE STATE SCHOOL SUPERINTENDENT.

(From the New York Times.)

The legislature has done a very good thing indeed in electing Mr. Charles R. Skinner to succeed Mr. James F. Crooker as superintendent of the department of public instruction, a much better thing than could reasonably have been expected. The choice of Mr. Skinner is, in fact, a promotion for merit. He has been for a long time connected with the department of which he is now put at the head, latterly as the chief of the office staff. His special function of "supervisor of teachers' institutes and training classes" has brought him into direct contact with the teaching apparatus of the state and given him the most desirable training possible for the superintendency. Of course he is a Republican, and more or less of a politician. Otherwise he could not possibly have been chosen for the place. But he undoubtedly has acquired an interest in the school system that will tend to preserve him from yielding to the temptation to turn it into a political machine. His past affords no reason to fear that he will use the place for political purposes to the extent of injuring or weakening the system. It is fair to suppose that the office is given to him for political services in the past and not as a means of rendering political services in the future—and there is a great and vital difference between the two things.

While the appointment of Mr. Skinner is thus a matter for congratulation, the dismissal of Crooker is a matter for congratulation even more pronounced. For it is an escape from the worst superintendency that ever was. Scarcely any man in Mr. Platt's list could have been appointed without shining by contrast with Crooker. If Crooker had been content to keep quiet he might have served his time without any discredit. But he had not sense enough for that. He undertook to grab for himself the administration, not only of his own department, but of the department administered by the regents, and so well administered that not one of Crooker's predecessors, most of whom have been men fit for their places, had quarreled with it or endeavored to usurp it. This scheme absorbed all the official energies of Crooker. He advocated it in the most ridiculous reports, undoubtedly of his own composition, which were calculated to make the department of public instruction of the state of New York a laughing stock, not only throughout the United States, but among "educators" and educational officials the world over. To have Mr. Skinner for the state superintendent is a very good thing; but to have Skinner vice Crooker is a public benefaction of the first order.

Letters.

A Brave Life.

By MARY FERGUSON.

Mr. Beecher said, "the victorious issue of tried souls is a comfort to those who are in trial. When on a hard fought field the shout goes up on either wing, those that are in the center and are well-nigh overcome, hearing it, know that there is victory on some part of the field, and take courage, and redouble their blows, and press forward. Oftentimes the comfort that comes from seeing others victorious, brings victory to us."

Perhaps a simple reference to a life that was hampered and burdened, yet bravely lived may hold inspiration for some others who are still struggling amid difficult and paralyzing conditions; for it was not only a life of heroic endurance, but of active work and of more than usual achievement.

It requires a strong soul and a resolute one to bear in brave unyielding courage the bereavements, trials and anxieties, the hours of discouragement and of loneliness, and conscious weakness, the thwarted hopes and unfulfilled desires, the misconceptions and misrepresentations which all must know, yet these form always a part of the life-experience of *all*, and are a part of its discipline to teach us the self-mastery, and the fortitude which is power—character.

When to these experiences is added an unusual amount of constant, intense, and in a greater or less degree disabling, physical suffering, the heroism which enables one to go forward, and still, through, all to go steadfastly forward, is incalculable.

A life but recently closed was one of these. Some years ago a young girl graduated, with honors, from one of our best institutions of learning. It was necessary that she should support herself and also assist in the support of those near and dear to her, so she entered at once upon the work of teaching.

As time passed the evidences of a growing cancer became increasingly manifest. She continued at her post, however, and also continued her studies—for she had not, on leaving school discontinued her efforts to acquire knowledge—until she was obliged to leave them in order to have surgical treatment. Twice she thus entered a hospital, and twice was the cancerous growth subjected to the surgeon's knife.

After each operation she left the hospital wards to return to her desk in the school-room as well as to her place in the home. Her mother was strong neither in health nor in self-reliance and depended wholly upon her daughter; and her sisters also turned to her for help, and sympathy, and advice, ever abiding by her judgment. And while she was the heart and strength of the home, and the diligent and painstaking teacher of successive classes of children, she was, at the same time, living a mental life of unusual intellectual fervor. She was traversing with unflagging zeal the paths of the higher intellectual pursuits,—reading, studying, and occasionally corresponding with the learned and the scientific on the other as well as on this side of the world.

In school, at times, the pain was so severe that her head would fall forward for a moment on the desk before her, until, after an instant's inward struggle she regained her self-poise and resumed her tasks. At such moments the children were as still as though penetrated by a sense of sacred awe. Who may know what blessing, like the "laying on of holy hands" may not have entered into the hearts of some of those young beholders of and sympathizers with those silent struggles and conquests.

She never talked to anyone about her suffering. Doubtless she could not. Silence gives strength sometimes, where speech would weaken.

Even when, the cancerous trouble still unexorcised, she had through its ever-returning depredations, wholly lost the use of her right hand and arm, and the surgeons could do no more for her, she not only did not give up either her teaching or her studying, but increased the latter by entering the School of Pedagogy. Her friends have the sweet satisfaction of knowing that she had received therefrom the diploma granting her the title of Pd. D. before her life was closed.

A friend who visited her but a day or two before she received her summons to "come up higher" found her quite as usual—in mind. She was, that day, unable to wear her dress, but her mind was clothed in all its royal robes, and she had never talked more interestedly, although she was obliged occasionally to stop for a breathing space or so, and lean forward with a stifled moan: She had, for some time, been unable to lie down, even during the night.

She was so happy over her graduation! so happy over the reception of the thesis which she had prepared and herself written—as all her writing had then to be done—with her left hand! And she was so full of plans for future work and achievement—in addition, still, to her teaching which she had no thought of relinquishing—and enthusiastically urged her friend to join her in her studies.

Two or three days later she lay quiet and still, the white hair, frosted early through pain nobly borne, was coiled high above her brow, while all the lines of pain upon her face were over-written with the indelible traces of high and noble thoughts, and dominated by the look of sweet peace which Death, the Restorer, generally gives. Her pain and suffering, her struggle, ever-renewed, if ever-conquered was at an end. A sudden hemorrhage brought her, swiftly and comparatively painlessly, the release and relief which was so great that those who loved her could scarcely mourn the loss which was, to her, such a gain.

In spite of her life of pain she knew much of the best that life can give—loyalty to duty, to God—ordained ties of nature, and the elevating devotion of the unselfish love which gives itself. She knew the inspiration of high aims, the devotion to and communion with things great and noble, and the sweets of the conquest of the higher over the lower, both in her mental and her physical life. She knew how to be strong and patient and true in despite of care, and disappointment, and unutterable suffering; and was enabled to do the work her hand found to do with all her might and with all her strength, heroically, and faithfully even unto the very end.

Brooklyn, N. Y.

(The name of the teacher referred to is Miss Hannah Neumann. She died in Brooklyn, August 2, 1894. A Memorial of the Doctors of Pedagogy, of New York university, appeared in THE JOURNAL of December 22, 1894.)

Reservoir on the Upper Nile.

I notice the item relative to the proposition of the English to build a reservoir on the upper Nile. The storage basin, will utterly destroy the ruins of Philæ, which are the oldest monuments of man's handiwork in Egypt. I criticised the plans in several English and American scientific, literary, and art journals in the years 1886-1889, and 1892. The French, German, and Italian engineers admitted that my objections were well taken, but the British engineers pooh poohed, and made new plans which called for the lifting up of the ruins of Philæ, upon concrete and stone work forty feet above the highest point of the islet. Mr. Cope Whitehouse, M. A., who has spent sixteen years in Egypt surveying the ancient reservoir mentioned by Strabo, states that the proposed British canal will not only destroy Philæ, but will destroy the foundations of the pyramids. Mr. Whitehouse, now at the Brevoort hotel, has a fine collection of slides showing everything notable in Egypt, and I have no doubt that he would consent to deliver, free of charge, a lecture about Egypt before a body of prominent teachers. He is a man of large fortune, has extensive knowledge, and a fine lecturer. The ancient canal which he rediscovered several years ago, covered an area about as large as the state of Connecticut. If rebuilt it would furnish irrigation for soil sufficient for the support of twelve million people.

G. WILFRED PEARCE.

Associate Am. Soc. Civil Engineers.

CO-ORDINATION, CORRELATION, CONCENTRATION, OR UNIFICATION?

It is now pretty generally conceded that the schools should frame their courses of study in accordance with the theory of either co-ordination, correlation, articulation, unification, or concentration. These terms are so interchangeable used that the student of pedagogy is at a loss to form a clear conception of their meaning.

Dr. De Garmo in his excellent work "Herbart and the Herbartians" uses all of the above and in such connection as to lead one to the conclusion that they are but different terms for the same idea. He also uses them as indicating that they do not mean the same thing; as per the following p. 221: "We have before us two general plans of concentration, Ziller's and Colonel Parker's, and one for co-ordination, that offered by Dr. Frick."

Chapter II, Part III., is headed, "Three Plans for the Correlation of Studies," but he uses co-ordination, articulation, and concentration in speaking of the failure of the Committee of Ten to have "co-ordination" in its report. Also in referring to the questions sent out by the Committee of Fifteen to the superintendents he says that the importance of co-ordination is seen. These questions are headed, "Correlation of Studies." It is noticeable, too, that in these questions the word co-ordination is not used but correlation is used several times.

At the close of these questions, which he has given entire, he refers to Colonel Parker's "Theory of Concentration" which he strongly commends. He says that Colonel Parker is not a Herbartian but his theory of concentration is similar to Ziller's "in its purpose of unifying all knowledge." In speaking of Ziller's plan he states that it is a scheme for subordination for most branches and not one of co-ordination. Notice that above he compares Parker's and Ziller's theory of concentration, but here leads us to infer that he is thinking of Ziller's plan as one of co-ordination.

In Chapter IV, Part III., he gives a "Proposed Basis for the Co-ordination of Studies" and says: "The critique of the Three Plans for the Correlation of Studies in Chapter II. of Part III. leads inevitably to the conclusion that the co-ordination of studies is greatly to be preferred to their concentration." On page 252 he writes as follows: "We have now three parallel-lying and somewhat independent cores of unification about which closely related subjects are grouped."

It is not the aim of this article to criticize. We are seeking pedagogical knowledge, and if, in the language of Dr. De Garmo, the second grand movement in the history of education since the Renaissance has now taken place; the first being the supremacy of the humanities in the form of ancient languages, and the second the admission of the natural sciences as co-ordinate branches, we want to know when it is proper to use the words, co-ordination, correlation, concentration, etc., and not be misunderstood. Will some reader of THE JOURNAL define these terms? We too, believe there is a new era, and these words will be in demand. If someone will enlighten the army of school teachers as to the exact meaning of the above terms he will be the means of saving students of pedagogy much time and perplexity; for other writers besides Dr. De Garmo use these terms as synonymous.

T. O. BAKER.

School of Pedagogy, New York.

There has been much said concerning the mountains of East Tennessee, and about the illiteracy of her people. Their odd notions of supernatural things—their signs so simple and so silly—then, for a young teacher to hail from here (East Tennessee) would almost daze the northern brethren and sisters in the work.

In most of the counties the public schools open about Aug. 1, and continue from one to five months. But little is required of our public school teacher so far as his qualifications are concerned. Our best teachers seek employment in the secondary schools and consequently the free schools must be conducted by the out-of-date and the under-age teachers. I am one of the latter class, but have worked my way into a secondary school which is open nine months in the year.

I consider my work as being very pleasant. I have under my care about one hundred and fifty students, representing nine grades. There are five teachers, including myself.

Our work some days is almost fascinating, especially in geography, where we can go out upon the "nobs" and view nature in all her loveliness. Some days, when the weather is fine, the class in geology go out and pick fossils which abound in unlimited quantities near the school building. With hammer, chisel, and glass we are at no loss for entertainment.

Our smaller children have collected quite a number of Indian arrow heads, tomahawks, and a few pipes and other relics, useful in studying the history of the red man.

Our museum consists of a few wild animals and birds found among the Appalachian mountains in this section. Their skins are stuffed with wheat bran or sawdust and we make their eyes of pieces of glass. We would like specimens of fishes and reptiles, but do not know just how to procure them.

It seems that everybody here is interested in education and parents lend a most hearty co-operation.

Snedville, Tenn.

J. D. F. NOR.

When you feel all tired out and broken up generally take Hood's Sarsaparilla.

(Selected from OUR TIMES, monthly, 30c. a year.)

Another Great Victory for the Japanese.

The latest great success of the Japanese is the capture of Wei-Hai-Wei, the stronghold near the Shantung promontory and not far from the entrance to the Gulf of Pechili.

Wei-Hai-Wei consists of an island some two miles long and the adjacent mainland running in a semicircle. Between the island and the shore is a large and safe harbor, with an entrance at each end. At both entrances were two rows of submarine torpedo mines; on the island a naval and gunnery school and the houses of the naval instructors. It was defended by three forts, one at the east end, one at the west, and the third on a little island connected with it. In one were four heavy Krupp guns, in another three, while in the third were two Armstrong disappearing guns of 25 tons on revolving planes. On the hills which rise up on the island were also six small batteries with quick firing guns. On the mainland is a small village, while three forts commanded the eastern entrance and three the western, armed in the same way as the forts on the island.

This place was defended by the Chinese with more stubbornness than any of the places that the Japanese have yet attacked. The land forces were under the command of Gens. Chang, Yeh, Wei, and the fleet was maneuvered by Admiral Ting. The latter made really a gallant resistance, and two of his ships went down fighting. The Japanese, however, captured one point after another during nearly two weeks that the fighting continued. When the Chinese surrendered they were accorded the honors of war. After the surrender of the forts Admiral Ting and one of the generals were so chagrined at their failure that they committed suicide.

The Manitoba School Question.

The interminable school dispute in the province of Manitoba has again come to the front. In 1890 the legislature of the province passed an act abolishing separate schools and requiring the application of all school taxes to the support of a common school system. The constitutionality of the act was affirmed. The Roman Catholics then petitioned for remedial legislation, and the privy council has just decided that it must be granted. What this legislation shall be or how it shall be administered is left to the Canadian authorities. The question is a knotty one and threatens the dissolution of the Canadian Parliament. Whatever may be the outcome, it is said that the common school system will not be abolished in the province.

Trying to Stop Lynching.

The great prevalence of lynching in some of our states in recent years is well known. By this mode of proceeding innocent persons are liable to suffer; besides a disrespect for law is cultivated. The attempt of Texas to abolish lynching, therefore, is to be commended. A law has been presented to the legislature providing that the county in which the crime takes place shall pay to the heirs of the victim a sum not less than \$3,000. The sheriff is also made responsible for connivance in the taking of a person away for the purpose of lynching him.

Our Patchwork Laws Need Reforming.

The lack of uniform legislation concerning corporations, marriage, and divorce, mortgages, the drawing up of deeds and wills, etc., is well known to lawyers and others having occasion to seek the courts. This was the subject of the recent address made by F. J. Stimson, of New York, secretary of the commission for receiving uniform state legislation. It is a reform that is greatly needed and it is to be hoped that the commission will be successful in its efforts.

Brazil Wins in a Boundary Dispute.

President Cleveland has decided the boundary dispute between Brazil and Argentina in favor of Brazil. The question to be decided was, which of two systems of rivers in that part of their adjoining territory that lies between the Uruguay and Yguazu rivers constitutes the boundary. Mr. Cleveland decides upon the two rivers designated by Brazil, as constituting the boundary in question (which may be called the western system.) One (the Pepiri), is a tributary of the Uruguay, and one (the San Antonio), of the Yguazu; they were marked, recognized, and declared as boundary rivers in 1759, and 1760 by the joint commission appointed under the treaty of Jan. 13, 1750, between Spain and Portugal, to locate the boundary between Spanish and Portuguese possessions in South America. Brazil has other boundary disputes to settle with Bolivia, Ecuador, Colombia, and Venezuela.

Foreign Notes.

The Turkish government will not allow any correspondents to visit Sassoun in Armenia until the commission of inquiry shall have reported.

The great British battleship *Majestic* was launched recently at Portsmouth.

The Australasian colonies have adopted a standard time by which Victorian time will advance twenty minutes, making Melbourne, Sydney, and Brisbane ten hours, Adelaide, nine hours, Perth, eight hours, and Wellington eleven hours ahead of Greenwich time.

A movement has been started by prominent men in England and America to purchase and preserve the house in Chelsea in which Thomas Carlyle lived from 1834 until his death in 1881.

Venezuela's Trouble Discussed in Congress.

The lower house of Congress recently adopted a resolution recommending the parties in the Guiana boundary dispute to submit it to arbitration. During the debate it was stated that this dispute between Great Britain and Venezuela had continued for seventy years. It cannot remain open any longer without very serious consequences to South American republics. The dismemberment of Venezuela is not only threatened, but the independence of one or two other republics is in danger. The possession of the mouth of the Orinoco river and its tributaries by such a power as Great Britain would in a very few years revolu-

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tionize the commerce and political institutions of at least three South American republics.

For half a century Venezuela has been asking Great Britain to submit the matter to arbitration, but that power has steadily refused, and has gone on absorbing territory in the valley of the Orinoco, and on the Atlantic coast, till now she occupies an area west of the Esequibo river twice as large as the state of New York. The Esequibo was always regarded the dividing line between the possessions of Spain and Holland and it is asserted that Great Britain has no just title to any land beyond it. Great Britain is even now asking for arbitration with the United States; she is advised that she ought to begin by doing justice to Venezuela.

Liliuokalani Renounces Her Claim to the Throne.

Queen Liliuokalani has renounced her claim to the throne of Hawaii and is now plain Mrs Dominis. It is thought that she took this action to influence the court that will try her for high treason against the government. In the safe in her residence were found papers that establish a clear case of treason against her. Her house was also a regular arsenal of guns and dynamite bombs. The bombs were provided with one-minute fuses and were prepared to throw among the crowds that should oppose the royalists. Three hundred and ten of the rebels were captured and will be tried. Petitions for annexation to the United States are being circulated.

The Crown Prince of Siam Dead.

Chowfa Maha Vajirunhis, the crown prince of Siam, died Jan. 4, of asthma, at the age of sixteen years. When he was twelve years old he was publicly declared to be the heir to the throne, the ceremony being very gorgeous and costly. The little crown prince rode through the streets receiving the homage of his father's subjects. Among the instructors of the young prince was an English tutor and he had learned to speak our language very well. He was bright and handsome and had an amiable disposition. The picture given here is from a photograph of him taken in his robes of state and wearing his crown. This was just after he had had his topknot cut off, as a sign that he had reached his majority. This ceremonial was an imposing affair, and was a part of the performance by which he was proclaimed to the people as the coming ruler of Siam.

The death of the young prince must have been a heavy blow for King Chulalongkorn, as he is very fond of his children and loves to romp with them in his palace. One of the favorite pictures of the king shows him seated on a sofa with two children on his knees and the crown prince standing behind him with his arms around his father's neck. The king was lately reported ill, but he is now better, for he was able to receive John Barrett, the new American minister.



CROWN PRINCE OF SIAM.

A Proposed Long Island Ship Canal.

A scheme is on foot for the building of a ship canal across that portion of Long Island between Newtown creek, a small stream that flows into the East river, and Flushing bay. The canal, as proposed, will be five miles long, and all except three-quarters of it will be through marsh land where the expense of excavation will be very slight. The objects of the canal will be to enable vessels to reach Long Island sound without having to risk the dangers of Hell Gate, and to get a flow of water through Newtown creek and so abate the nuisances there.

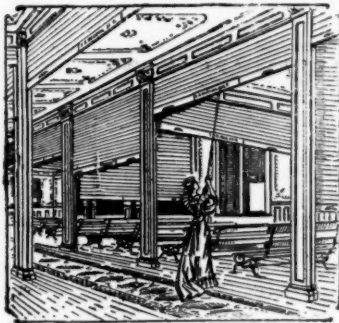
New Books.

No. 148-149 of Maynard's English Classic series is *The Book of Job*, edited by Samuel Macauley Jackson, D.D., LL.D. The old poem, one of the grandest in literature, is presented here in a shape that will make its poetical character more highly appreciated. The text of the Revised Version has been adopted which presents the prose in prose form, and the verse in lines after the style of our blank verse. The American revisers' preferences have been incorporated, and explanatory foot-notes have been added throughout. (Maynard, Merrill & Co., New York. Mailing price, 24 cents.)

A strictly inductive method is presented by George Rantoul White, instructor in chemistry in Phillips Exeter academy, in his *Elementary Chemistry*. It is almost identical with the course in this science pursued so successfully in that institution. The book is designed especially for two classes of students—those whose instruction is placed in the hands of a teacher who cannot devote his whole time to chemistry, and, secondly, those who desire to study chemistry, but have no teachers at all. The method pursued is one that tends to develop both the observation and the reasoning powers, as it consists largely of laboratory work. It is the kind of training that one should have, whether the intention is to be a specialist or merely to stop with such a degree of knowledge as every cultured man or woman should possess. The feature of this book that will recommend it to a large class of students is that the work is so presented that it can be pursued without the aid of a teacher. A little laboratory might be fitted up at home and with slight expense the experiments here described performed. As a help for the earnest experimenter the book will be invaluable. (Ginn & Co., Boston. \$1.10.)

The object of G. Steel, lecturer on science and method under the school board of London, in preparing *An English Grammar and Analysis*, was to seek to improve in the methods usually followed, and to make an advance on the results attained. The author has therefore departed somewhat from the usual method of dealing with the subject. First he considers the sentence and then follows with the parts of speech and their classification, accidence and inflection, the members of the sentence, syntax, and composition, figurative language, derivation and word building, and the English vocabulary. The statement of principles, and the analysis of the elements of the language have been brief but thorough. The part relating to word building will be found to be an especially useful feature; it shows how much the English language is indebted to the Greek, Latin, and Teutonic languages. The volume contains a brief history of the English language, and exercises in syntax and sentences for analysis and parsing. (Longmans, Green & Co., London and New York. \$1.20.)

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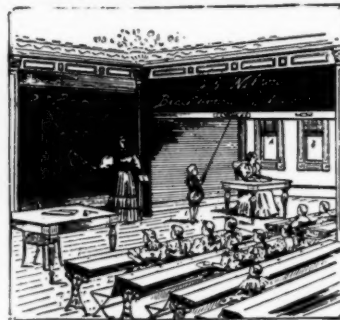


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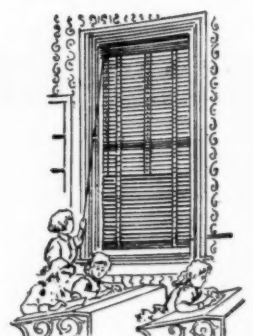
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THE JOURNAL has published each week for several issues the announcements of the superb publication called "Wild Flowers of America." We are gratified at the cordial reception with which this has met. It proves that its value is being recognized. And it well deserves this recognition. Where can be found a collection of 288 of the Wild Flowers of this country represented in their natural colors, true to life, for any price? It is true that a few of the flowers have been reproduced in this way in a publication costing over ten times as much and far beyond the reach of teachers. And then the descriptive material is so excellent—telling just what is wanted. Already the teachers are looking around for material for Nature Study and botany, and here is this ideal publication just suited to their purpose. Already the orders are increasing. More applications are coming in for sets. One superintendent has ordered 25 sets. If they are brought before the school boards we venture to say that they can be purchased out of the school funds. We urge every subscriber to secure a set at once. We furnish a pretty binder and complete set for \$3.00. Or it may be purchased in parts for 15 cts. each, postpaid.

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At this time when so much stress is placed on the study of geography and current events in the school, a good gazetteer seems to be a necessity for the teacher and the pupil. When a town is spoken of as being the place where an event occurs one wants to know more about it than simply its location on the map. If one cannot afford a large gazetteer, *Chambers' Concise Gazetteer*, just published, will suit the purpose admirably. It is an octavo volume of 768 pages, double column, of moderate sized print, each page containing in the neighborhood of 1,200 words. The articles are very much condensed, and therefore a vast amount of information is stored between the covers of this book. Although one does not look for descriptions of obscure country villages in a volume of this size, there are probably very few places about which the teacher or pupil would have occasion to inquire during the geography lesson that are not pretty fully treated here. Indeed the fulness of the information is surprising. One feature that will be especially appreciated in country schools is the pronunciation of difficult names, by respelling in full, in the way most likely to be intelligible to the average reader. It is a reliable, up-to-date work, and no doubt will be in great demand. (J. B. Lippincott Co., Philadelphia. \$2.50.)

Magazines.

An interesting article concerning the poet Francis Thompson is contained in the *Catholic World* for February under the title "A Poet's Romance," by Walter Lecky.

"The Financial Muddle" is discussed in the *North American Review* for February, by the secretary of agriculture, the chairman of the committee on banking and currency, and by the president of the Chase National Bank, New York.



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Magazines.

The February *Scribner's* has some features of which attention is called. Noah Brooks' "American Party Politics," in this and succeeding numbers, will give any man, young or old, in a very short space, a clear idea of how American politics have developed from Washington's time to the war. Then is begun the great series by President Andrews, of Brown university, which will describe "The Last Quarter-Century in the United States" picturesquely, telling the story of the most significant events from the Chicago fire to the present day.

The February number of *The American Magazine of Civics* is the second issue since the name was changed from *The American Journal of Politics*. This number contains a varied list of important topics ably presented. "Money," "Prison Reform," "The Catholic Church and the Coming Social Struggle," "Elements of Good Citizenship," "Economic Cooperation," "Woman Suffrage," "Compulsory Voting," "The Whipping Post," "Militarism in Public Schools," "The Coming System of National Credit," and many other subjects of general interest are discussed in this number.

Dr. Parkhurst's first article to women in *The Ladies' Home Journal* has proved so popular that the entire huge edition of the February issue of the magazine was exhausted within ten days, and a second edition of 40,000 copies has been printed.

"Journalism in the Presbyterian churches," is the subject of an interesting article in the February issue of *The Chautauquan*, by Dr. Addison P. Foster. It is illustrated by portraits of the editors of the leading periodicals of those denominations.

Mr. C. C. Buel contributes a paper to the March *Century* on "Blackmail as a Heritage; or New York's Legacy from Colonial Days," in which he shows that the modern customs of levying blackmail, as revealed by the Lexow investigation, and of exacting political contributions from merchants, may be regarded as outgrowths of practices which have prevailed in New York since the time of the early Dutch governors. The first "boss" of Manhattan island was Cornelius Van Tienhoven, who was of the true Tammany stripe.

Literary Notes.

Ginn & Co. have in press for the University of Pennsylvania *A Primer of Mayan Hieroglyphics*, by Prof. D. G. Brinton, and *The Rhymes of Governor's Confessio Amantis*, by Prof. Morton W. Easton.

Henry Holt & Co.'s recent February announcements include Ten Brinck's five *Lectures on Shakespear*, translated by Julia Franklin; and *Jac o'Doon*, a romantic tale of the North Carolina coast, by Marie Beale.

Four Years of Novel Reading, edited by Prof. Richard G. Moulton, of the University of Chicago, will be issued by D. C. Heath & Co.

According to *The Publisher's Weekly* the recorded number of books issued in this country in 1894 was 4,384, including new editions of old works and "imprint" editions of English books. Compared with the record of 1893, this shows a decrease of 650; in fact, the number is smaller than in any other year since 1889. *The Critic's* record shows no such discrepancy between the two years. The number of publications received

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for review in 1893 was 2,319; in 1894, it was 2,317—a difference of only two. The number of publications noticed in 1895 was less by three than the number noticed in 1893.

Brentano's announce the immediate publication of a most comprehensive pamphlet on the *Income Tax Law*. The work will contain the text of the income-tax law in full, and the treasury regulations relative to the collection of the same, together with the speech of Senator David B. Hill, delivered in the United States senate, January 11, 1895, on the execution of the law.

Lord Tennyson has placed a memorial tablet in the church at Freshwater, Isle of Wight, which bears the following inscription: "In loving memory of Alfred Lord Tennyson, whose happiest days were passed at Farringford, in this parish. Born August 6, 1809; died October 6, 1892. Buried in Westminster Abbey, October 12, 1892.

Speak, living voice, with thee death is not death; Thy life outlives the life of dust and breath."

Tribly is not the first book of that name. In 1822 Charles Nodder, afterward a member of the French Academy, published in Paris a fairy story entitled "Tribly; or the Fay of Argyle."

Professor Hiram Corson, of Cornell university, has just published, through the Macmillans, a small volume devoted to the study of literature.

Publishers' Notes.

During the four years that the Smith Premier typewriter has been on the market it has won an enviable place in the estimation of the public, and is now not only largely used in all parts of this country, but in many other countries. The qualities that have gained it the favor of the public, are excellence of design, construction and finish, durability, neatness of work, ease of operation, permanent alignment, etc. The Smith Premier Co., 293 Broadway, N. Y., are so confident of the merits of their machine that they are willing to place one in any office, free of charge, for one week.

When you have extracted all the knowledge you can out of school-books do not allow them to lie around and be destroyed. Send them to Geo. B. Doan & Co., 300 Wabash avenue, Chicago, who will pay for them and put them in the hands of others who will derive benefit from them. They pay cash for new and second hand school-books. School boards who have quantities of second hand books to dispose of should correspond with them.

When a youth jumps off a moving street car the wrong way and falls on his head, he takes a lesson in the laws of motion and in gravitation, worth more than days spent in the study of a text-book. Chemistry and physics should be learned largely by experiment, with the use of such apparatus as may be obtained of Eimer & Amend, 205 Third avenue, N. Y. Everything necessary for the chemical and physical laboratory will be furnished of best quality at reasonable prices. Glass and metal apparatus, special, are made to order, according to drawings. Glass blowing and engraving done on premises.

A young lady once remarked that she did not think much of college boys because they did not black their heels. Perhaps their thoughts were so high up that they did not have time to attend to things so near the ground. At all events it shows that most people judge of others, to a large extent, by their personal appearance. If the shoes are given a good coat, heels included, of Brown's French Dressing, the user will be surprised to find how far it will go toward securing him a passport into good society.

While memory holds her seat the recollections of our school days will always be placed among the happiest of our lives, in spite of the pictures often recalled of birch twigs and other forest growths. A pin, ring, button, or badge will act as a wonderful help to bring those memories back, especially such a one as may be had of E. R. Stockwell, 19 John street, N. Y. Write to him and he will furnish a handsome catalogue of designs.

Many a housewife worn out with hard work, has been saved a large part of this drudgery by the use of Sapolio. It is undoubtedly a large factor in bringing happiness where over-work and misery existed before.

If one has a talent for sketching, it is a very desirable thing when traveling; if not, why not make the sun take your pictures? One of those Kodaks of the Eastman Kodak Company, Rochester, N. Y., will do it nicely. They are very light and practical cameras for hand or tripod use. An illustrated manual, free with every kodak, tells how to develop and print the pictures.

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Literary Notes.

To meet the need of matter to supplement the text-books on geography, the National Geographic Society has arranged for a series of geographical monographs on the physical features of the earth's surface. These will be written by specialists of the highest standing, and issued monthly during the school year by the American Book Company, at 20 cents each, or \$1.50 for the series of ten. The first of these monographs has just been published. It is a handsome royal octavo pamphlet of thirty-two pages, with several finely executed illustrations and diagrams. It is written by Major J. W. Powell, who is well-known to the public as, until recently, the director of the United States geological survey. He has also written extensively for the magazines on scientific subjects. His subject, *Physiographic Processes* is treated with masterly directness and simplicity. The other monographs of the series to be issued monthly during the current year are: *Physiographic Features*, and *Physiographic Provinces of the United States*, both by Major Powell; *The Lakes and Sinks of Nevada*, by Professor Israel C. Russell, of the University of Michigan; *The Appalachian Mountains—Northern Section*, by Mr. Bailey Willis of the United States geological survey; *The Appalachian Mountains—Southern Section*, by Mr. C. Willard Hayes of the United States geological survey; *Beaches and Tidal Marshes of the Atlantic Coast*, by Professor N. S. Shaler, of Harvard University; *Mount Shasta—A Typical Extinct Volcano*, by Mr. J. S. Diller, of the United States geological survey; *The New England Plateau*, by Professor W. M. Davis, of Harvard University; *Niagara Falls and its History*, by Mr. G. K. Gilbert, of the United States geological survey.

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A meeting was lately held in Carnegie hall, New York, for the purpose of paying tributes to the worth of Robert Louis Stevenson as an author and as a man. Among those present were Edward Eggleston, George W. Cable, Noah Brooks, Andrew Carnegie, and many others. E. C. Stedman reminded those present that Stevenson left his work unfinished; although he produced some works of high merit he might have produced much greater ones had he lived. "None can have failed to observe," he said, "that his later works seem to be suffused with a subtler purpose—the search for character, the analysis of mind and soul. Just here his summons came. Between the sunrise of one day and the sunset of the next he exchanged the forest study for the mountain grave." Mr. Carnegie paid a high tribute to his fellow-countryman's worth as a man. He said that everywhere Stevenson went rays of sunshine emanated from him. Great as he was as an author, the author is dwarfed beside the man. Like Scott, he has only dealt with the pure, the ennobling. Others paid fitting tributes.

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